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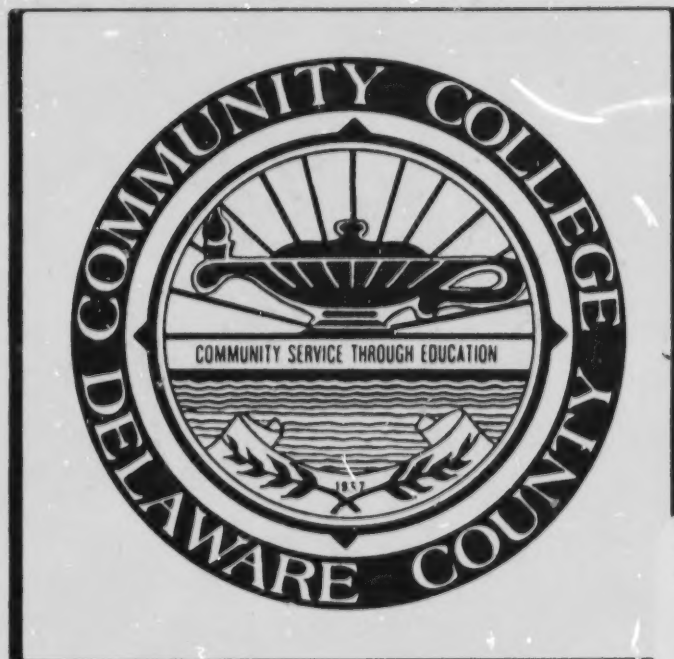
ABSTRACT

Several sets of outlines, charts, and diagrams present an overview of a comprehensive institutional program at Delaware County Community College (DCCC) which incorporates planning, research, and marketing strategies. The first set of documents outlines the objective-based planning process, describes the organizational framework, defines institutional mission and goals, and provides a format for developing specific action objectives. The next set of materials provides examples of the annual performance appraisal process for executive, managerial, and administrative employees as it is applied at DCCC. Basic concepts in the institutional research program at DCCC are outlined next, describing criteria and methods for conducting program evaluations and measuring educational outcomes. Samples of student survey and graduate follow-up questionnaires are included. Charts and diagrams displaying actual program and activity costs and projections conclude the section. The final section provides guidelines for a comprehensive needs assessment program, including basic concepts for assessment, planning essentials, and a summary of community needs of adults in Delaware County as actually assessed. (DR)

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DELAWARE COUNTY COMMUNITY COLLEGE



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ORGANIZING AN INTEGRATED PLANNING, RESEARCH AND MARKETING PROCESS

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RICHARD SPENCER

OFFICE OF MANAGEMENT SYSTEMS, PLANNING AND RESEARCH

JC 790 380

DELAWARE COUNTY COMMUNITY COLLEGE



OBJECTIVE BASED PLANNING PROCESS

OFFICE OF MANAGEMENT
SYSTEMS, PLANNING AND RESEARCH

PLANNING AND MANAGEMENT ENVIRONMENT

•NEW ROLES OF POSTSECONDARY EDUCATION DECISION MAKERS

- identifying and understanding educational outcomes
- acquiring and allocating resources more effectively
- competing successfully for public and private funds
- responding to demands for program cost/budget/outcome information
- responding to more constituencies (accountability)

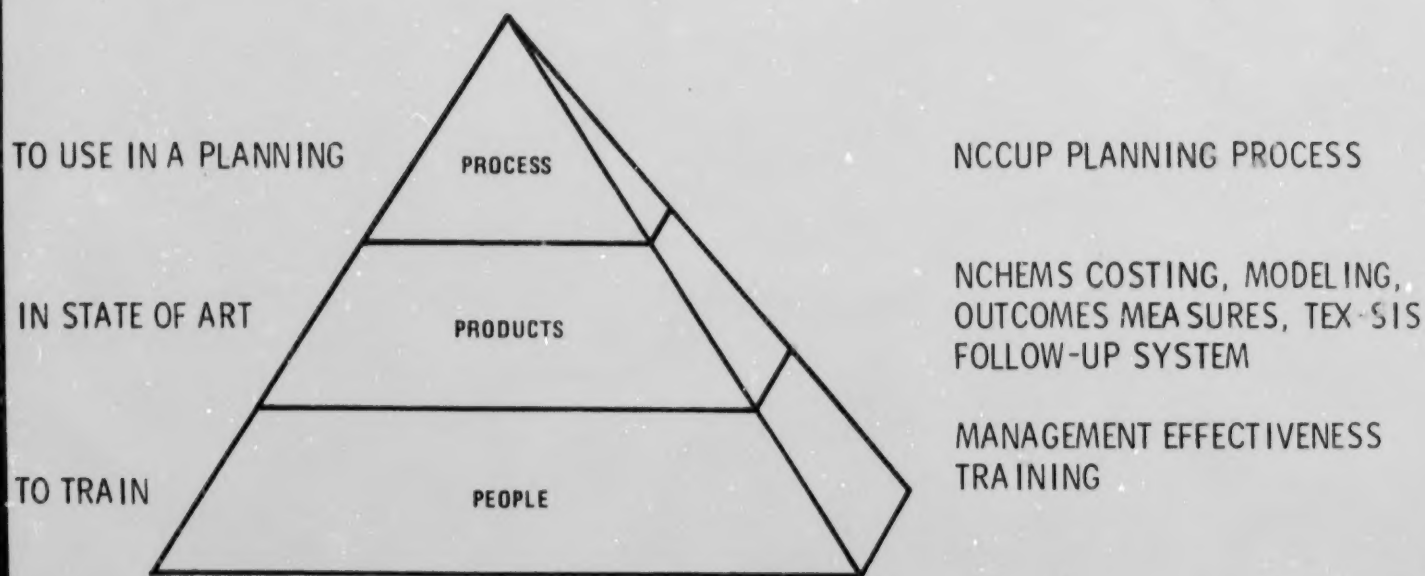
•NEW NATURE OF INFORMATION NEEDS

- program oriented
- standardized/comparable
- comprehensive
- more useful/applicable

CHANGES IN PLANNING

	<u>OLD APPROACH (STATIC)</u>	<u>NEW APPROACH (DYNAMIC)</u>
PURPOSE	GET A "PLAN"	ACHIEVE RESULTS
PREMISE	FORECASTS ARE ACCURATE	FUTURE IS UNPREDICTABLE
TECHNIQUE	STATIC, PERIODIC	DYNAMIC CONTINUOUS
PROCESS	TRADITIONAL, AUTHORITATIVE	DECENTRALIZED, PARTICIPATIVE
	<u>TOP MANAGEMENT</u>	<u>EVERY MANAGER</u>
RESPONSIBILITY	VICE PRESIDENT FOR PLANNING CENTRAL PLANNING STAFF	DIRECTOR PLANNING SERVICES COORDINATION
TIME SPAN	10-20 YEARS	1-5 YEARS
SUPPORT	RESISTANCE, RESENTMENT	ENTHUSIASM - PARTICIPATION
DURABILITY	TAPERS TO DISCOURAGEMENT	GROWING VALUE AND SUPPORT
COST/BENEFIT	TOO MUCH TIME AND EFFORT HIGHER COST LIMITED BENEFITS	LESS TIME AND EFFORT LOWER COST BETTER RESULTS

PLANNING/MANAGEMENT/EVALUATION DEVELOPMENT AT DCCC



DCCC PME ACTIVITY

THREE COMPONENTS

I. PLANNING PROCESS = PME SYSTEM

- **FIVE YEAR GOALS AND OBJECTIVES DEVELOPED AND APPROVED
- **YEARLY OBJECTIVES, ACTIVITIES, AND BUDGET DEVELOPED AND APPROVED
- **YEARLY EVALUATION OF OBJECTIVE ACCOMPLISHMENT

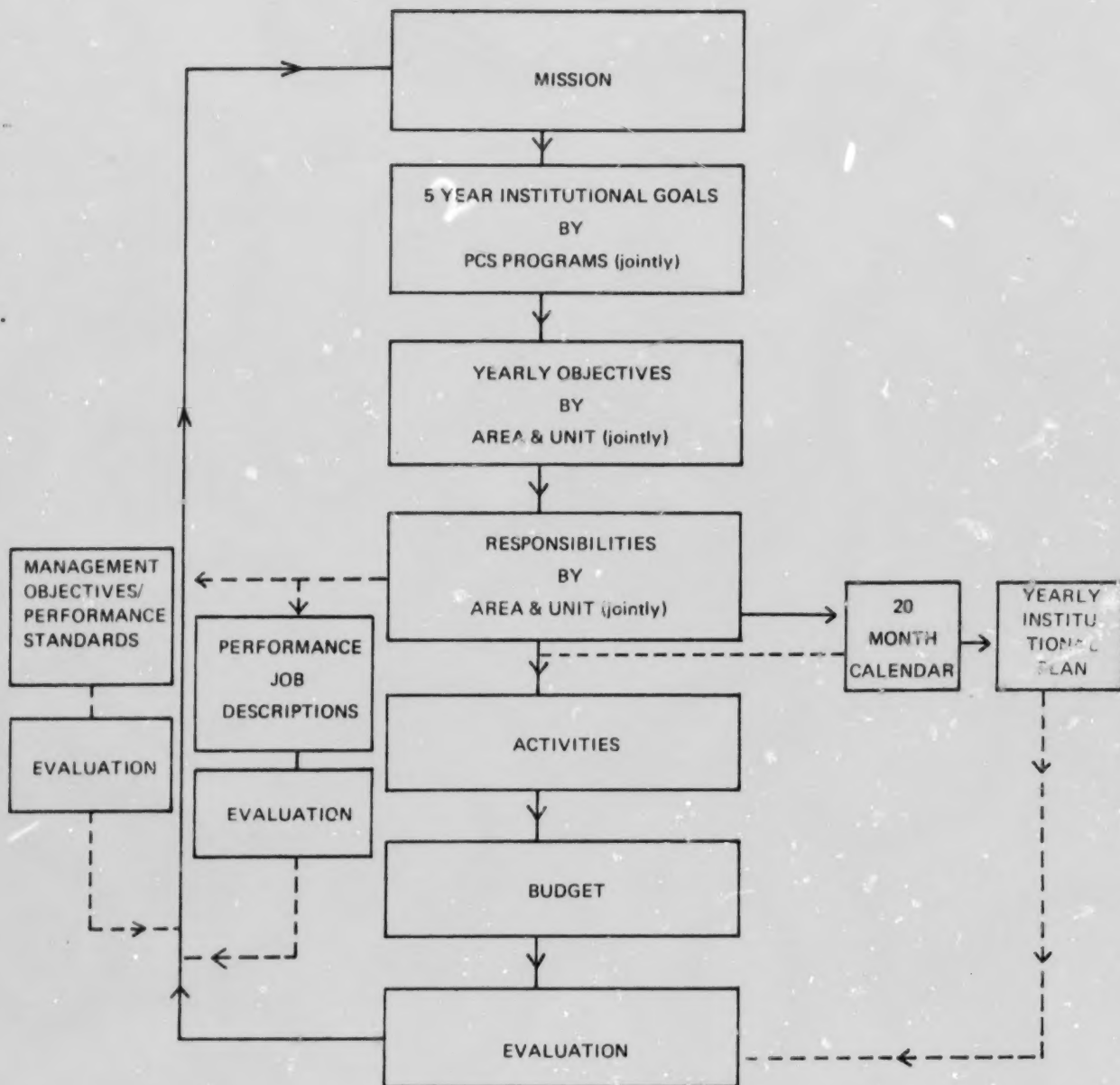
II. RESEARCH "PRODUCTS" TO SUPPORT PLANNING PROCESS

- **EVALUATION OF EFFECTIVENESS OF ALL PROGRAMS, CURRICULA, AND SUPPORT SERVICES
- **EVALUATION OF NEW PROGRAM PROPOSALS
- **MEASURING STUDENT OUTCOMES AND GOAL ACCOMPLISHMENT
- **MEASURING COST EFFECTIVENESS OF PROGRAMS AND SUPPORT SERVICES
- **ESTIMATING AND MODELING BUDGET ALTERNATIVES
- **ASSESSING COMMUNITY NEEDS
- **LABOR MARKET INFORMATION

III. ADMINISTRATION IMPROVEMENT PROGRAMS

- **MANAGEMENT TRAINING SEMINARS
- **PERFORMANCE ORIENTED JOB DESCRIPTION AND PERFORMANCE APPRAISAL PROCESS
- **POLICY REVISION

DELAWARE COUNTY COMMUNITY COLLEGE PLANNING PROCESS



MISSION

THE BROADEST, MOST COMPREHENSIVE STATEMENT THAT CAN BE MADE ABOUT CENTRAL OR CONTINUING PURPOSE. THE CHIEF FUNCTION OR RESPONSIBILITY OF AN ORGANIZATION WHICH JUSTIFIES CONTINUING SUPPORT OF THE ORGANIZATION BY SOCIETY AND WHICH PROVIDES INITIAL DIRECTION FOR THE MANAGEMENT OR ADMINISTRATION OF THE ORGANIZATION. THE PURPOSE OF THE MISSION STATEMENT IS TO PROVIDE A FOCUS FOR THE RESOURCES OF THE ORGANIZATION.

MISSION

THE MISSION OF DELAWARE COUNTY COMMUNITY COLLEGE IS TO OFFER EDUCATIONAL PROGRAMS AND SERVICES WHICH ARE COMPREHENSIVE, ACCESSIBLE, FLEXIBLE AND COMMUNITY CENTERED IN ORDER TO ENHANCE THE DEVELOPMENT OF OUR COMMUNITY AND ITS RESIDENTS.

AN INSTITUTIONAL GOAL SHOULD:

- * REPRESENT A LOGICAL EXTENSION OF THE MISSION STATEMENT.
- * BE OUTCOME-ORIENTED.
- * BE EXPLICIT.
- * BE SUPPORTED BY A SERIES OF OBJECTIVES.

AN ACCEPTABLE OBJECTIVE WILL:

- * BE OUTCOME-ORIENTED.
- * BE MEASURABLE, SUGGESTING THE QUANTITATIVE OR QUALITATIVE DEGREE, AMOUNT, OR LEVEL OF THE ACHIEVEMENT OR CHANGE BEING SOUGHT.
- * BE FOCUSED ON SINGULAR RATHER THAN MULTIPLE OUTCOMES.
- * BE OF SUFFICIENT SCOPE TO EMBRACE A SERIES OF DISCRETE TASKS AND MAJOR EVENTS.
- * BE CONSISTENT WITH ONE OR MORE INSTITUTIONAL GOALS.

1.0 INSTRUCTIONAL PROGRAMS (CONT.)

(A)

1.0.2 EXPAND EVENING AND WEEKEND OFFERINGS TO MEET THE NEEDS OF THE COMMUNITY AS INDICATED BY SUCH STUDIES AS THE COMMUNITY NEEDS SURVEY.

1.0.3 DEVELOP A PHILOSOPHY OF GENERAL EDUCATION REQUIREMENTS AND MINIMUM COMPETENCIES APPLICABLE TO ALL COLLEGE PROGRAMS.

1.0.4 ELIMINATE COURSE OVERLAPPING AND UNNECESSARY COURSE PROLIFERATION.

1.0.5 SPECIFY LEARNER COMPETENCIES FOR ALL EXISTING CURRICULA AND FOR 50% OF THE EXISTING COURSES INCLUDING LEARNING OBJECTIVES, ACTIVITIES, AND CRITERIA - REFERENCED MEASUREMENT.

6.1 EXECUTIVE MANAGEMENT

6.1.1 MAINTAIN AN INFORMATION NETWORK TO SUPPLY THE INFORMATION REQUIRED FOR PLANNING AND DECISION MAKING AT ALL LEVELS WITHIN THE ORGANIZATION.

(B)

6.1.2 IMPLEMENT A SYSTEMATIC COMMUNITY NEEDS ASSESSMENT PROCESS BASED ON THE 1978 STUDY WHICH WILL ENABLE EXECUTIVE MANAGEMENT TO EVALUATE AND RESPOND TO COMMUNITY NEEDS.

6.1.3 EXPAND SPONSORSHIP TO EXTEND OPPORTUNITIES TO ALL RESIDENTS OF THE COMMUNITY ON A EQUITABLE BASIS.

(C)

6.1.4 PUBLISH AN UPDATED POLICY MANUAL AND IMPLEMENT A SYSTEM FOR CONTINUOUS REVIEW AND DISSEMINATION OF POLICIES AND PROCEDURES FOR ALL LEVELS OF THE INSTITUTION.

6.1.5 ENROLL AT LEAST 4420 FTE STUDENTS IN REGULAR INSTRUCTION AND 375 FTE STUDENTS IN CONTINUING EDUCATION AND VOLUNTEER INSTRUCTION.

**1.0.1 INSTRUCTIONAL PROGRAMS AND SERVICES OF THE COLLEGE WILL BE PROVIDED TO
ENABLE THE GRADUATE TO SATISFY THE FOLLOWING COLLEGE COMPETENCIES:**

(D)

A GRADUATE OF DCCC CAN USE THE BASIC ACADEMIC SKILLS (READING, WRITING, SPEAKING, AND COMPUTATIONAL).

A GRADUATE OF DCCC HAS AN AWARENESS OF SELF (NEEDS, ABILITIES, INTERESTS, VALUES) AND THE RELATIONSHIP OF SELF TO OTHERS NECESSARY FOR MAKING VALUE JUDGMENTS FOR A SATISFYING AND PRODUCTIVE LIFE.

A GRADUATE OF DCCC CAN UNDERSTAND AND APPLY THE MEANING OF CAREER AS A WHOLE LIFE ENDEAVOR TO MAKE CAREER CHOICES APPROPRIATE TO HIS/HER OWN NEEDS, ABILITIES, INTERESTS, VALUES AND EDUCATION.

A GRADUATE OF DCCC HAS THE SKILL AND UNDERSTANDING NEEDED TO PURSUE LIFELONG LEARNING.

A GRADUATE OF DCCC CAN USE THE DECISION-MAKING PROCESS TO SOLVE PROBLEMS.

A GRADUATE OF DCCC CAN ANALYZE THE IMPACT OF ARTS AND HUMANITIES ON LIFE IN ORDER TO ASSESS HER/HIM SELF AND HER/HIS WORLD FROM A CULTURAL PERSPECTIVE.

A GRADUATE OF DCCC HAS THE KNOWLEDGE AND SKILL NECESSARY TO ANALYZE SOCIAL AND ECONOMIC SYSTEMS SO THAT HE/SHE CAN FUNCTION EFFECTIVELY WITHIN THEM.

A GRADUATE OF DCCC COMPREHENDS THE EFFECTS OF SCIENCE AND TECHNOLOGY IN ORDER TO MAKE INTELLIGENT JUDGMENTS.

A GRADUATE OF DCCC CAN SATISFY THE COMPETENCIES IN HIS/HER CHOSEN CURRICULUM.

RESPONSIBILITY: INSTRUCTION

1.0 INSTRUCTIONAL PROGRAM



1.0.2 EXPAND EVENING AND WEEKEND OFFERINGS TO MEET THE NEEDS OF THE COMMUNITY AS INDICATED BY SUCH STUDIES AS THE COMMUNITY NEEDS SURVEY.

1978-79 EXPAND PUBLICITY OF EVENING COURSES THROUGH INDIVIDUALIZED PROGRAM BROCHURES AND TARGETING OF POPULATION.

EACH HOUSE WILL PROVIDE AN EVENING/WEEKEND SECTION IN ONE OR MORE CURRICULA IN UP TO 20% OF THE TOTAL PROGRAMS, BASED ON NEEDS ASSESSMENT.

INCREASE ENROLLMENT IN NON-TRADITIONAL STUDIES BY 15% OVER THE 1976-77 YEAR.

ALL SERVICES, SUCH AS COUNSELING, FINANCIAL AID, ADVISEMENT, MEDIA, LIBRARY AND CLERICAL SUPPORT, WILL BE PROVIDED AT AN APPROPRIATE LEVEL, CONSISTENT WITH THE NEED TO IMPLEMENT THE PROGRAM INCREASES IN THE EVENINGS AND WEEKENDS.

HOUSE DEANS WILL REVIEW THE COMMUNITY NEEDS SURVEY TO DETERMINE ADDITIONAL COURSES NEEDED, LOCATIONS AND DELIVERY SYSTEMS.

(B)

6.1 EXECUTIVE MANAGEMENT

6.1.2 IMPLEMENT A SYSTEMATIC COMMUNITY NEEDS ASSESSMENT PROCESS BASED ON THE 1978 STUDY WHICH WILL ENABLE EXECUTIVE MANAGEMENT TO RESPOND TO COMMUNITY NEEDS.

1978-79 DEVELOP AN ON-LINE INQUIRY CAPABILITY FOR EXISTING COMMUNITY NEEDS DATA BY NOVEMBER 15, 1978.

EVALUATE THE COMMUNITY NEEDS SURVEY AND MODIFY THE PROCESS AS APPROPRIATE BY DECEMBER 31, 1978.

1979-80 CONDUCT A MINI-UPDATE OF THE COMMUNITY NEEDS SURVEY AND DISSEMINATE THE RESULTS.

1980-81 CONDUCT A MINI-UPDATE OF THE COMMUNITY NEEDS SURVEY AND DISSEMINATE THE RESULTS.

1981-82 CONDUCT A COMPREHENSIVE COMMUNITY NEEDS SURVEY AND DISSEMINATE THE RESULTS.



6.1 EXECUTIVE MANAGEMENT

GOAL

- 6.1.4 PUBLISH AN UPDATED POLICY MANUAL AND IMPLEMENT A SYSTEM FOR CONTINUOUS REVIEW AND DISSEMINATION OF POLICIES AND PROCEDURES FOR ALL LEVELS OF THE INSTITUTION.**

OBJECTIVES

1978-79 BY JUNE 30, 1978, VALID POLICIES, REGULATIONS, AND PROCEDURES WILL BE REFORMATTED.

BY MARCH 31, 1979, THE INVALID POLICIES, REGULATIONS, AND PROCEDURES WILL BE REVISED AND REFORMATTED.

1979-83 CONTINUOUS UPDATING (MAINTAINENCE), DEVELOPMENT (GAP FILLING), AND DISSEMINATION OF POLICIES, REGULATIONS, AND PROCEDURES IN KEEPING WITH THE REVISED SYSTEM.

ONGOING COORDINATION OF MANUALS PROGRAM.



1.0 INSTRUCTIONAL PROGRAM

- 1.0.5 SPECIFY LEARNER COMPETENCIES FOR ALL EXISTING CURRICULA AND FOR 50% OF THE EXISTING COURSES, INCLUDING LEARNING OBJECTIVES, ACTIVITIES AND CRITERIA-REFERENCED MEASUREMENT.**

1978-79 COMPETENCIES WILL BE SPECIFIED FOR:

- 1. APPLIED TECHNOLOGY**
- 2. CONSTRUCTION TECHNOLOGY**
- 3. ENGINEERING**
- 4. FIRE SCIENCE TECHNOLOGY**
- 5. BUSINESS ADMINISTRATION**
- 6. DATA PROCESSING**
- 7. NURSING**
- 8. OPERATING ROOM TECHNOLOGY**
- 9. ADMINISTRATION OF JUSTICE**
- 10. DRAFTING AND DESIGN TECHNOLOGY**

***COMPETENCIES WILL ALSO BE SPECIFIED FOR A MINIMUM OF 17% (46) OF THE COURSES (270) IN THE COLLEGE.**

MANAGEMENT OBJECTIVES/PERFORMANCE STANDARDS
1977 - 1978

AREA: Vice President of the College
STAFF MEMBER: N. Dean Evans

PERFORMANCE RESPONSIBILITIES	OBJECTIVES & STANDARDS	PERFORMANCE ACHIEVED	PERFORMANCE EVALUATION
	PERFORMANCE STANDARD: SATISFACTORY ANALYSIS OF THE DATA FROM THE NEEDS SURVEY AS APPROVED BY THE VICE PRESIDENT OF THE COLLEGE AND THE PRESIDENT'S STAFF. AN ANALYSIS OF CURRENT GENERAL EDUCATION CORE REQUIREMENTS WILL BE COMPLETED BY JULY 1, 1978, AND THE FIRST DRAFT OF A PHILOSOPHICAL STATEMENT ON GENERAL EDUCATION FOR ALL PROGRAMS WILL BE SUBMITTED TO THE I.A.C. BY SEPTEMBER 1978. PERFORMANCE STANDARD: MEETING ABOVE DATES WITH ANALYSIS AND STATEMENT APPROVED BY PRESIDENT'S STAFF.	(A)	

MANAGEMENT OBJECTIVES/PERFORMANCE STANDARDS
1977 - 1978

AREA: MSPR
STAFF MEMBER: Richard L. Spencer

PERFORMANCE RESPONSIBILITIES	OBJECTIVES & STANDARDS	PERFORMANCE ACHIEVED	PERFORMANCE EVALUATION
TO PROVIDE RESEARCH SUPPORT FOR PLANNING ACTIVITIES.	BY MARCH 1, 1978, TO HAVE COMPLETED A COMMUNITY NEEDS ASSESSMENT FOR INTERNAL DISTRIBUTION. BY JUNE 30, 1978, TO REPORT THE FINDINGS TO THE BOARD OF TRUSTEES. <u>PERFORMANCE STANDARD:</u> THE ASSESSMENT WILL MEET THE CRITERIA OUTLINE BY DANIEL STOUFFLEBEAM AT THE UNIVERSITY OF MICHIGAN. BY FEBRUARY 1, 1978, THE PRESIDENT'S STAFF WILL HAVE APPROVED THE REPORT FOR INTERNAL DISTRIBUTION.	(B)	
TO PROVIDE A COLLEGE-WIDE PLANNING FRAMEWORK.	TO PRESENT TO PRESIDENT'S STAFF AT A DECEMBER MEETING THE FINAL OUTLINE AND IMPLEMENTATION OF THE LONG-RANGE PLANNING PROCESS FOR 1979-80 FISCAL YEAR. <u>PERFORMANCE STANDARD:</u> PRESIDENT'S STAFF ACCEPTANCE.		

ANNUAL PERFORMANCE APPRAISAL
EXECUTIVE/ADMINISTRATIVE/MANAGERIAL EMPLOYEES
DELAWARE COUNTY COMMUNITY COLLEGE

Quarterly/Final Review: _____
(specify one)

PART II - ANNUAL OBJECTIVES

PERFORMANCE RESPONSIBILITIES	OBJECTIVES AND STANDARDS	COMMENTS RELATED TO PERFORMANCE ACHIEVED (Quarterly and/or final)	PERFORMANCE ACHIEVED (Place an 'X' against the scale for each objective) (If '0' note under comments)
1. Development, implementation, supervision, evaluation of all instructional programs of the House.	1.0.1 All NAS curricula and course syllabi will be reviewed to determine the extent to which they satisfy the college competencies. By June 30, 1979, those NAS curricula and courses not satisfying the college competencies will be itemized.		1 2 3 4 5

ANNUAL PERFORMANCE APPRAISAL
EXECUTIVE/ADMINISTRATIVE/MANAGERIAL EMPLOYEES
DELAWARE COUNTY COMMUNITY COLLEGE

Quarterly/Final Review: _____
(specify one)

PART II - ANNUAL OBJECTIVES

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ANNUAL PERFORMANCE APPRAISAL PROCESS
EXECUTIVE / ADMINISTRATIVE / MANAGERIAL EMPLOYEES



DELAWARE COUNTY COMMUNITY COLLEGE

JIM BRYAN
PERSONNEL SERVICES

RICHARD SPENCER
MSPR

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**DELAWARE COUNTY COMMUNITY COLLEGE
POSITION DESCRIPTION**

POSITION TITLE: MEMBER - BOARD OF TRUSTEES	GRADE:	PAGE: 1 OF 14
ORGANIZATIONAL UNIT:	REPORTS TO: SPONSORING DISTRICTS	DATE: March, 1978
		REV. No. & DATE ORIGINAL

JOB GOAL

To ensure achievement of the results expressed in the mission and purpose of Delaware County Community College.

MINIMUM QUALIFICATIONS

1. Ability to interpret the community college to their communities as representatives of the College.
2. Demonstrate a commitment to the pursuit of higher education which will lead to the advancement and community acceptance of the community college.
3. Ability to distinguish between the policy-making functions of a lay board and the professional responsibilities of the president, staff, and faculty.
4. Understand the objectives and purpose of the community college.
5. Ability and willingness to undertake the task as an active member of the Board of Trustees.
6. Willingness and commitment to attend meetings, conferences, and seminars sponsored by community colleges and higher education related associations in which DCCC holds membership.

FUNCTION (Purpose of Job)

To ensure that Delaware County Community College offers educational programs and services which are comprehensive, accessible, flexible, and community centered in order to enhance the development of the community and its residents. It is a further responsibility that they ensure that the College is managed as effectively and efficiently as possible.

PERFORMANCE RESPONSIBILITIES

1. To ensure that the educational needs of the community are identified and made known to administrators and faculty.
2. To ensure that an annual plan for the College is developed and implemented, which provides for meeting the current educational needs of its students, while recognizing long term College objectives and resources.
3. To ensure that an annual budget is developed and approved commensurate with the goals and objectives of the current College plan.
4. To ensure that the College's resources are managed as effectively and efficiently as possible.
5. To ensure that the College and its programs maintain their accreditation by the appropriate nationally recognized accrediting bodies.
6. To ensure the existence of a monitoring system which periodically informs the Board of Trustees regarding the progress being made in relation to the objectives of the annual plan and the efficiency with which resources are being utilized.
7. To ensure the existence of an incentive system which motivates all personnel to maximize their contribution to College objectives.
8. To ensure that all laws, regulations, and Board of Trustees' policies are reduced to writing, made known, and subsequently complied with.
9. To ensure that all legal responsibilities of the Board of Trustees are executed accurately and on a timely basis.
10. To ensure the appointment of a competent chief executive and educational officer.
11. To ensure the active participation of all Board members in the activities of the Board of Trustees.

AUTHORITY

- As outlined in regulations and procedures adopted by the State Board of Education and The Community College Act of 1963.

EVALUATION

- Annual evaluation in relation to yearly objectives.

**DELAWARE COUNTY COMMUNITY COLLEGE
POSITION DESCRIPTION**

POSITION TITLE: VICE PRESIDENT OF THE COLLEGE		GRADE: 34-E	PAGE: 1 OF: 2
ORGANIZATIONAL UNIT: PRESIDENT'S OFFICE	REPORTS TO: PRESIDENT	DATE: March, 1976	REV. No. & DATE: #2, March, 78

JOB GOAL

To ensure achievement of the results expressed in annual objectives agreed upon with the President which reflect the mission and purpose of the College.

MINIMUM QUALIFICATIONS

- Doctorate (preferable) in Educational Administration or related area.
- Eight (8) years of progressively responsible educational positions including five (5) years of directly related managerial experience in a community college or other institution of higher education.
- Significant exposure (preferable) to collective bargaining and contract administration.

FUNCTION (Purpose of Job)

1. To successfully plan, manage, and evaluate all educational and student services programs of the College.
2. To successfully develop and implement major educational program changes including the awareness, exploration, and implementation concepts of career education to all areas of instruction as well as the successful development and expansion of occupational and vocational offerings.
3. To successfully incorporate applicable aspects of the AIDP Grant into the instructional and student services areas, including effective interface with the designated AIDP coordinator.

PERFORMANCE RESPONSIBILITIES

1. To implement a planning process with associated objectives and performance standards within the instructional and student services areas.
2. To manage all instructional and student services areas to ensure:
 - a) the awareness and acceptance of desirable educational philosophies and practices;
 - b) the development and implementation of College policies with his/her area of responsibilities;
 - c) the preparation and development of a budget which meets the needs of the respective areas in a cost effective manner.

PERFORMANCE RESPONSIBILITIES (continued)

3. To provide the leadership necessary to ensure:

- a) the development, approval, and implementation of new curricula and other proposed programs and projects as well as the methods to judge their effectiveness;
- b) the recruitment, selection, and development of faculty and staff;
- c) the periodic assessment and accreditation of the educational programs and services of the College.

4. To provide information during the collective bargaining process relative to his/her areas of responsibility.

5. To carry out the responsibilities of his/her organization relative to the College's Human Resources Development Plan.

AUTHORITY

Has the authority to make operating decisions to achieve performance responsibilities within policies and guidelines established by the College and the President.

EVALUATION

Annual evaluation in relation to performance standards mutually developed and agreed upon between the President and Vice President of the College.

ANNUAL PERFORMANCE APPRAISAL
EXECUTIVE / ADMINISTRATIVE / MANAGERIAL EMPLOYEES



DELAWARE COUNTY COMMUNITY COLLEGE

Fiscal Year _____

ANNUAL PERFORMANCE APPRAISAL
EXECUTIVE/ADMINISTRATIVE/MANAGERIAL EMPLOYEES
DELAWARE COUNTY COMMUNITY COLLEGE

Employee:

Area or Unit:

Fiscal Year:

Quarterly/Final Review:
(specify one)

PART II - ANNUAL OBJECTIVES

PERFORMANCE RESPONSIBILITIES	OBJECTIVES AND STANDARDS	COMMENTS RELATED TO PERFORMANCE ACHIEVED (Quarterly and/or final)	PERFORMANCE ACHIEVED (Place an 'X' against the scale for each objective) (If 'O', note under comments)
			1 2 3 4 5 

0 - Objective Modified or delayed by mutual agreement
(explain under comments, if applicable)

1 - Far below standard
2 - Below standard

3 - Meets standard
4 - Above standard
5 - Well above standard

ANNUAL PERFORMANCE APPRAISAL
EXECUTIVE/ADMINISTRATIVE/MANAGERIAL EMPLOYEES
DELAWARE COUNTY COMMUNITY COLLEGE

PART III - PERFORMANCE FACTORS (continued)

3. PLAN AND ORGANIZE WORK (Timely and creative)	0	1	2	3	4	5
4. MANAGEMENT OF RESOURCES (Manpower and material)	0	1	2	3	4	5
5. LEADERSHIP (Initiative, human relations, accept responsibility)	0	1	2	3	4	5
6. ADAPTABILITY TO STRESS (Stable, flexible, dependable)	0	1	2	3	4	5
7. ORAL COMMUNICATION (Clear, concise, confident)	0	1	2	3	4	5
8. WRITTEN COMMUNICATION (Clear, concise, organized)	0	1	2	3	4	5
9. PROFESSIONAL QUALITIES (Attitude, cooperation, bearing)	0	1	2	3	4	5
10. HUMAN RESOURCE PARTICIPATION (Sensitivity, treatment)	0	1	2	3	4	5

DELAWARE COUNTY COMMUNITY COLLEGE



INSTITUTIONAL RESEARCH

OFFICE OF MANAGEMENT
SYSTEMS, PLANNING AND RESEARCH

**DELAWARE COUNTY COMMUNITY COLLEGE
INSTITUTIONAL GOAL STATEMENTS AND
RELATIONSHIPS TO INSTITUTIONAL RESEARCH**

2.0 RESEARCH PROGRAM

DEVELOP AN ONGOING VALIDATION SYSTEM FOR EVALUATION OF EXISTING PROGRAMS.

4.0 ACADEMIC SUPPORT PROGRAM

**DEVELOP A SYSTEM FOR EVALUATION OF NEW PROGRAMS CONSISTENT WITH THE
INSTITUTIONAL PME PLAN.**

6.1 EXECUTIVE MANAGEMENT

**IMPLEMENT ONGOING EVALUATION PROCESSES TO EVALUATE ALL PROGRAMS, SERVICES,
AND PERSONNEL.**

4.0 ACADEMIC SUPPORT PROGRAM

**IMPLEMENT NEW PROGRAMS IDENTIFIED IN A COMMUNITY NEEDS SURVEY THAT ARE
CONSISTENT WITH THE MISSION AND WITHIN THE FINANCIAL RESOURCES OF THE
COLLEGE.**

5.0 STUDENT SUPPORT PROGRAM

REDUCE NEGATIVE ATTRITION BY 50% IN ALL CURRICULA AND COURSES

6.2 FINANCIAL MANAGEMENT PROGRAM

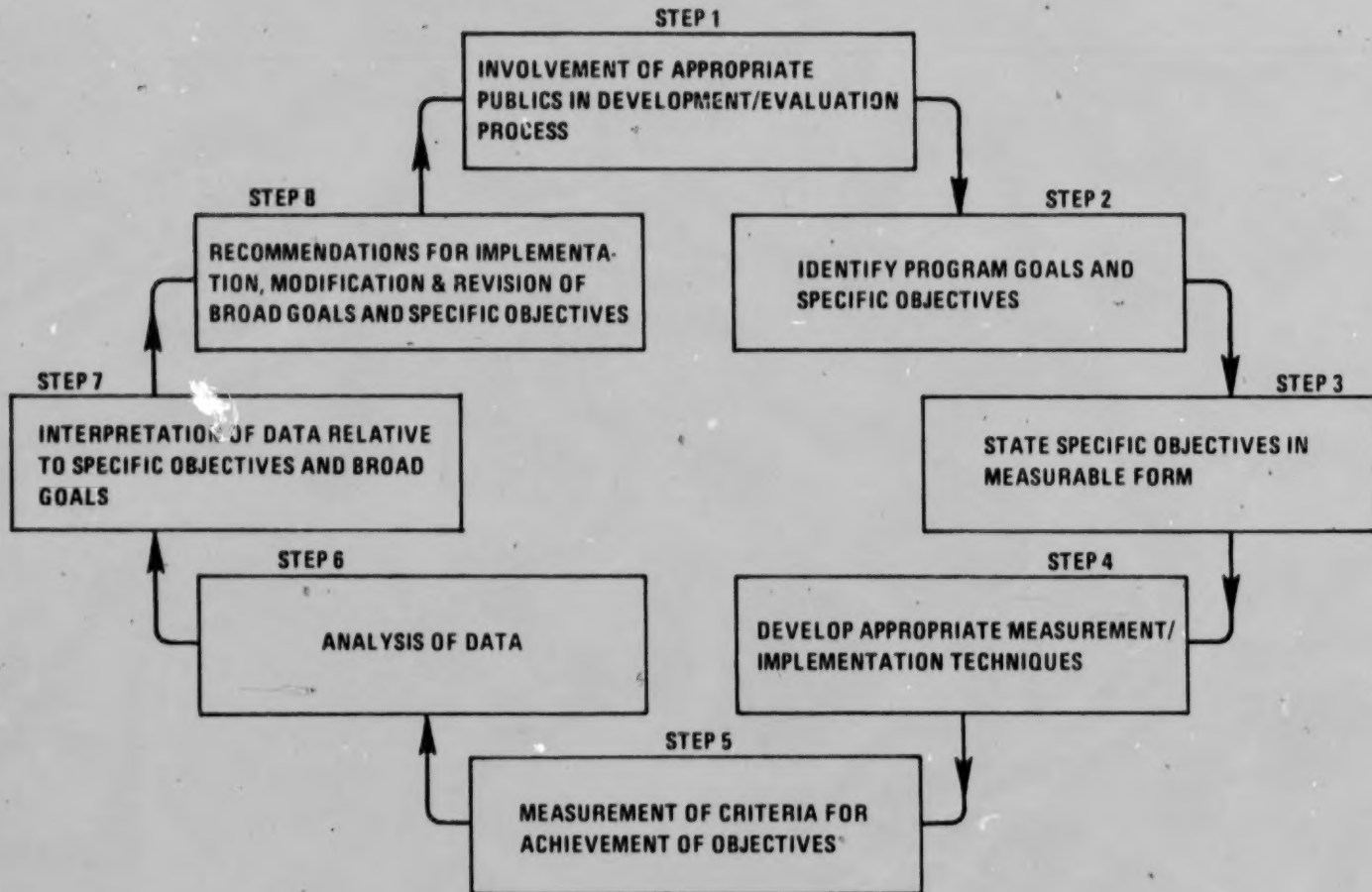
**IMPLEMENT PROCESSES TO INCREASE COST EFFECTIVENESS OF COLLEGE PROGRAMS
AND SERVICES**

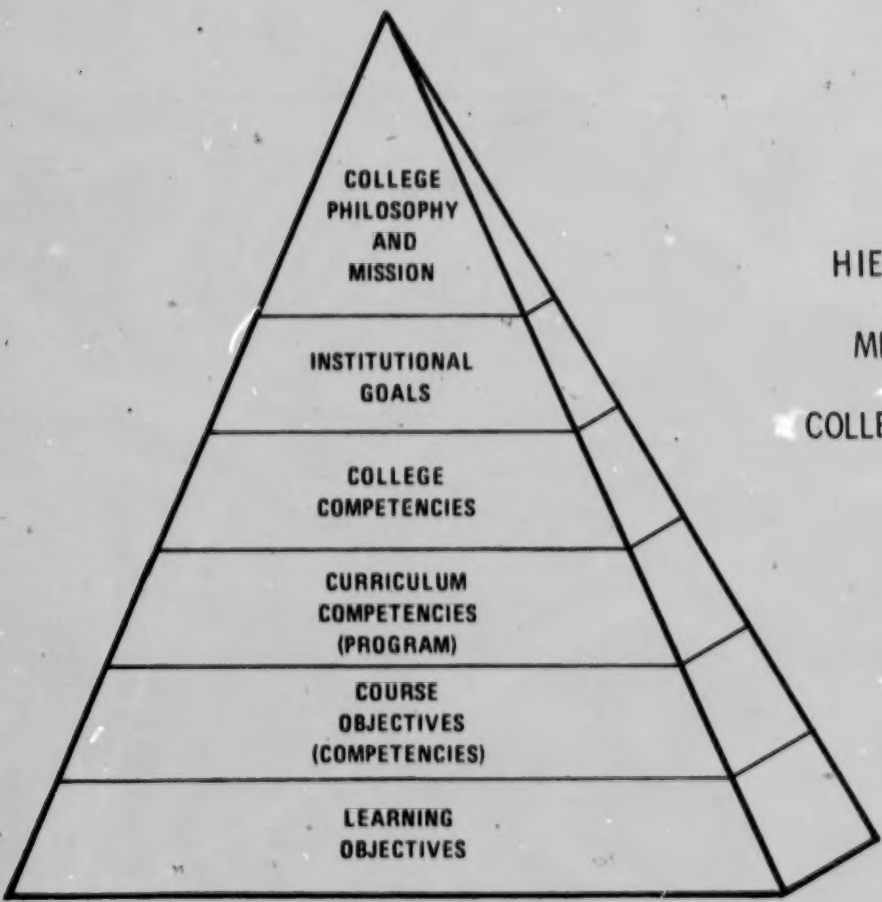
A - PME GUIDELINES FOR DEVELOPMENT AND EVALUATION OF PROGRAMS 18

BASIC CONCEPTS

- *** APPLIES TO INSTRUCTIONAL AND SUPPORT PROGRAMS
- *** SAME PROCESS USED FOR DEVELOPING NEW PROGRAMS PROPOSALS AND EVALUATION OF EXISTING PROGRAMS
- *** USES SELF-EVALUATION BY TEAM WITH COMMON FRAMEWORK AND RESEARCH STAFF SUPPORT.
- *** RECOGNIZES THAT MULTIPLE PUBLICS ARE NECESSARY
- *** IS OBJECTIVE BASED PROCESS COMPATIBLE WITH COMPETENCY BASED INSTRUCTION.
- *** IS "STATE-OF-THE-ART" PROCESS MODELED UPON METFESSEL AND MICHAEL PARADIGM FOR MULTIPLE CRITERION MEASURES OF THE EVALUATION OF THE EFFECTIVENESS OF SCHOOL PROGRAMS

PME DEVELOPMENT/EVALUATION PROCESS





**HIERARCHICAL FRAMEWORK
FOR
MERGING COMPETENCIES
WITH
COLLEGE MISSIONS AND GOALS**

OUTCOME VARIABLES	POTENTIAL MEASURES
1.1.1.02 <u>SPECIALIZED KNOWLEDGE</u> THE FAMILIARITY WITH AND UNDERSTANDING OF FACTS AND PRINCIPLES IN THE PARTICULAR FIELDS IN WHICH THE STUDENT ELECTS TO STUDY. THE STUDENT'S DEPTH OF KNOWLEDGE.	1.1.1.02 <u>SPECIALIZED KNOWLEDGE MEASURES</u> -AVERAGE STUDENT SCORE ON THOSE ITEMS FROM TESTS (E.G., CLEP SUBJECT EXAMS, OR GRE AREA EXAMS) THAT MEASURE <u>DEPTH</u> OF KNOWLEDGE IN SPECIAL FIELDS OF STUDY. -AVERAGE STUDENT CHANGE IN <u>DEPTH</u> OF KNOWLEDGE BY DISCIPLINE AREA AS DETERMINED BY COMPARING ENTERING SPECIALIZED KNOWLEDGE TEST SCORES TO SUBSEQUENT TEST SCORES (E.G., ON CLEP SUBJECT EXAMS OR GRE AREA EXAMS) AFTER _____ YEARS. -NUMBER OF GRADUATES ACCEPTING EMPLOYMENT IN THEIR MAJOR FIELD OF STUDY AS A PERCENTAGE OF TOTAL GRADUATES IN THAT FIELD.

TYPES OF MEASURES

	QUANTITATIVE	QUALITATIVE
OBJECTIVE	STANDARD ACHIEVEMENT TEST	PANEL OF EXPERT JUDGES
SUBJECTIVE	ATTITUDINAL SURVEYS	UNSOLICITED LETTERS FROM STUDENTS, EMPLOYERS, ETC.

DESIRED: MULTIPLE EVIDENCES FOR EACH GOAL

MAJOR CATEGORIES IN NCHEMS INVENTORY OF OUTCOMES AND MEASURES

1.0

STUDENT GROWTH AND DEVELOPMENT

1.1.0 KNOWLEDGE AND SKILLS DEVELOPMENT

1.1.1.00 KNOWLEDGE DEVELOPMENT

1.1.2.00 SKILLS DEVELOPMENT

1.1.3.00 KNOWLEDGE AND SKILLS ATTITUDES, VALUES, AND BELIEFS

1.2.0 SOCIAL DEVELOPMENT

1.2.1.00 SOCIAL SKILLS

1.2.2.00 SOCIAL ATTITUDES, VALUES, AND BELIEFS

1.3.0 PERSONAL DEVELOPMENT

1.3.1.00 STUDENT HEALTH

1.3.2.00 STUDENT PERSONAL ATTITUDES, VALUES, AND BELIEFS

1.4.0 CAREER DEVELOPMENT

1.4.1.00 CAREER PREPARATION

1.4.2.00 CAREER ATTITUDES, VALUES, AND BELIEFS

2.0

DEVELOPMENT OF NEW KNOWLEDGE AND ARTS FORMS

3.0

COMMUNITY DEVELOPMENT AND SERVICES

3.1.0 COMMUNITY DEVELOPMENT

3.2.0 COMMUNITY SERVICE

3.3.0 LONGER-TERM COMMUNITY EFFECTS

PLANNED OUTCOMES IDENTIFICATION

ACADEMIC UNIT: MECHANICAL ENGINEERING DEPARTMENT

(A) FOCUS OF ANALYSIS: MECHANICAL ENGINEERING UNDERGRAD. PROGRAM

ACADEMIC PERIOD: 1976-77 ACADEMIC YEAR

(B) GOALS	(C) OUTCOMES	(D) OUTCOMES MEASURES		
		DESCRIPTION	PLANNED	ACTUAL
-TO DEVELOP THE CAREER POTENTIAL OF EACH STUDENT.	-ABILITY TO SEEK, GAIN, AND MAINTAIN A PARTICULAR LEVEL AND KIND OF EMPLOYMENT.	-PERCENTAGE OF UNDERGRADUATES (WHO WISH JOBS) RECEIVING JOB OFFERS.	50% WITHIN 90 DAYS OF GRADUATION	
		-PERCENTAGE OF UNDERGRADUATES IN JOBS RELATED TO THEIR MAJOR FIELD OF STUDY.	10% MORE THAN LAST YEAR	

TABLE 1
PROGRAM PROPOSAL SCREENING CRITERIA

<u>CRITERIA</u>	<u>QUESTIONS</u>	<u>ANSWER CATEGORIES</u>	<u>NUMERICAL RATINGS</u>
MISSION COMPATABILITY	HOW DOES THE PROPOSED PROGRAM FIT WITH THE STATED GOALS OF DCCC?	DOES NOT FIT	0
		IS APPROPRIATE	1
		IS ESSENTIAL TO FULFILL MISSION	2
		HAS BEEN IDENTIFIED AS PRIORITY DEVELOPMENT AREA	3
NEED	WHAT IS THE DEMAND FOR THE PROGRAM IN TERMS OF ENROLLMENT AND CAREER OPPORTUNITIES FOR GRADUATES?	NO DEMONSTRATED DEMAND	0
		EVIDENCE OF STUDENT INTEREST	1
		DOCUMENTED DEMAND FROM 30 OR MORE POTENTIAL STUDENTS	2
		DOCUMENTED DEMAND FOR CAREER OPPORTUNITIES	3
	HOW LONG CAN THE STUDENT DEMAND FOR THE PROGRAM BE EXPECTED TO LAST?	NO EVIDENCE TO ESTIMATE	0
		ESTIMATE 1-3 YEARS	1
		ESTIMATE 3-6 YEARS	2
		ESTIMATE OVER 6 YEARS	3
	HOW LONG CAN CAREER OPPORTUNITIES BE EXPECTED TO LAST?	NO EVIDENCE TO ESTIMATE	0
		ESTIMATE 1-3 YEARS	1
		ESTIMATE 3-6 YEARS	2
		ESTIMATE OVER 6 YEARS	3

<u>CRITERIA</u>	<u>QUESTIONS</u>	<u>ANSWER CATEGORIES</u>	<u>NUMERICAL RATINGS</u>
RESOURCES	HOW MUCH CAN THE PROGRAM BE EXPECTED TO COST?	EXPENSE GREATER THAN INCOME	0
		EXPENSE EQUAL TO INCOME	1
		EXPENSE LESS THAN INCOME	2
	ARE ADDITIONAL RESOURCES REQUIRED TO IMPLEMENT THE PROGRAM?	MAJOR PHYSICAL PLANT ADDITION OR ALTERATION	0
		LABORATORY FACILITY OR SPECIALIZED EQUIPMENT	1
		ADDITIONAL PERSONNEL	2
INSTRUCTIONAL SUPPLIES		3	
DUPLICATION	WILL THE PROGRAM UNNECESSARILY DUPLICATE COMPARABLE PROGRAM OPPORTUNITIES AT OTHER AREA INSTITUTIONS?	PROGRAM OPENINGS EXIST AT ONE OR MORE DEL. CO. INSTITUTIONS	0
		PROGRAM OPENINGS EXIST AT ONE OR MORE "HIGH COST" DEL. CO. INSTITUTIONS	1
		PROGRAM EXISTS BUT OPENINGS LIMITED AT ONE OR MORE DEL. CO. INSTITUTIONS	2
		NO COMPARABLE PROGRAMS EXIST IN DEL. CO.	3

DCCC
Outcomes
Measurement

1975 -1978

Delaware County Community College
Office of Management Systems
Planning and Research

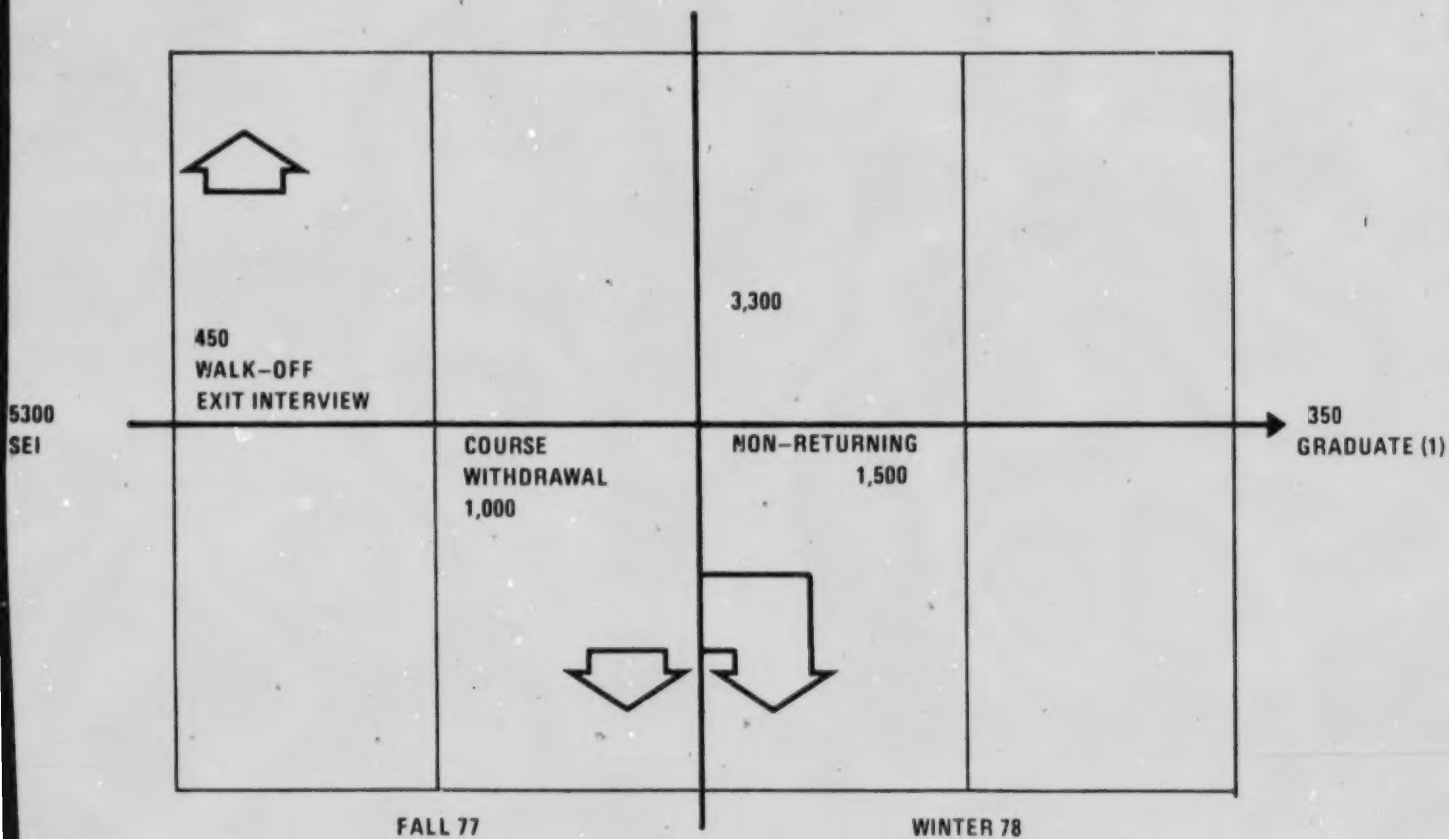
B - DCCC OUTCOMES MEASUREMENT PROGRAM

THREE COMPONENTS: TEX-SIS FOLLOW-UP SYSTEM, ANALYSIS OF STUDENT DATA, EVALUATION TRAINING AND SUPPORT

BASIC CONCEPTS

- *** THE PROGRAM IS THE UNIT OF INTEREST
- *** PLANNING & RESEARCH STAFF ARE A SUPPORT SERVICE TO THE ACADEMIC AND STUDENT SERVICES
- *** OUTCOMES DATA WILL BE USED IN THE PLANNING AND BUDGETING PROCESSES
- *** PLANNING & RESEARCH STAFF WILL ROUTINELY COLLECT, ANALYZE AND REPORT OUTCOMES DATA BY CURRICULUM, SEX, AND AGE CATAGORIES FOR USE BY PROGRAM MANAGERS
- *** PLANNING & RESEARCH STAFF WILL ASSIST IN THE DESIGN, PLANNING, AND INTER-
PRETATION OF RESEARCH EFFORTS, HOWEVER PROGRAM MANAGERS ARE RESPONSIBLE FOR ACTUAL EXECUTION OF RESEARCH PROJECTS
- *** OUTCOMES DATA ARE ACCESSIBLE TO ALL MEMBERS OF THE COLLEGE COMMUNITY
- *** WE SEEK TO CREATE AN INFORMED CLIMATE FOR DECISION MAKING

OUTCOMES MEASUREMENT SYSTEM



SURVEY TITLE: STUDENT AND EDUCATIONAL INTENT

PURPOSE: TO DETERMINE THE GOALS OF DCCC'S ENTERING STUDENTS, THE MEANS THEY PLAN TO USE TO PERSUE THIS GOAL, AND THEIR FUTURE PLANS FOR ATTENDING DCCC.

SAMPLE: 686 STUDENTS WHO WERE NEW STUDENTS AT DCCC AND WHO REGISTERED AT WALK-IN REGISTRATION.

RESULTS: THE RESULTS OF THIS SURVEY ARE PRESENTED IN TABULAR FORM ON THE FOLLOWING PAGE. A COPY OF THE SURVEY ITSELF IS ALSO ATTACHED.

EDUCATIONAL INTENT SURVEY

Student No. _____

Please circle the appropriate response number.

(1) What is your PRIMARY educational goal in attending this college?

- 1 Improvement of existing "job skills"
- 2 Preparation for "job to be obtained"
- 3 Transfer credit
- 4 Personal interest
- 5 Other (describe) _____

(2) How definite are you concerning your above stated educational goal?

- 1 Definite
- 2 Fairly definite, subject to change
- 3 Not at all definite

(3) How do you expect to accomplish the above goal?

- 1 Selected course(s) _____
- 2 Certificate Program
- 3 Two-year Associate Degree Program
- 4 Other (describe) _____

(4) A. Do you expect to complete your goals AT DCCC by the end of this semester?

- 1 Yes
- 2 No

B. Do you plan to enroll at DCCC in the future?

- | | | |
|-------------|--------|------------------------|
| 1 Yes; when | —————→ | 1 Next Fall |
| 2 No | | 2 Next Winter |
| 3 Undecided | | 3 Next Summer sessions |
| | | 4 Later Date |

EXIT INTERVIEW

DEFINITION: SURVEY TO BE ADMINISTERED BY COUNSELORS TO ALL STUDENTS WHO OFFICIALLY WITHDRAW FROM DCCC PRIOR TO THE COMPLETION OF THE SEMESTER.

- A. CONFIDENTIAL EXIT INTERVIEW WAS ADMINISTERED DURING WINTER 1977. ANALYSES ARE AVAILABLE BY SEX AND CURRICULUM.**
- B. EXIT INTERVIEW IS ADMINISTERED BY COUNSELORS.**

DCCC EXIT INTERVIEW

Student No.

Today's Date

(1) Please circle the reason(s) for your college withdrawal. (circle as many as apply)

- 1 Attendance problems
- 2 Grade problems
- 3 Dissatisfied with instruction
- 4 Found job in occupation related to course(s) completed at this college
- 5 Transportation problems
- 6 Conflicting job hours
- 7 Dissatisfied with content of course(s)
- 8 Dissatisfied with college in general
- 9 Change of residence
- 10 Financial reasons
- 11 Personal/family illness or injury
- 12 Other personal/family reasons
- 13 Other (describe) _____

(2) Do you plan to enroll at this college in the future?

- | | |
|-------------|---------------|
| 1 Yes; when | 1 Next Fall |
| 2 No | 2 Next Spring |
| 3 Undecided | 3 Next Summer |
| | 4 Later Date |

(3) Are you currently employed?

- | | |
|-------|--------------------------|
| 1 Yes | How many hours per week? |
| 2 No | 1 Less than 31 |
| | 2 31 to 40 |
| | 3 Over 40 |

- (4) If you have used any of the college services below, please rate them according to how well they fulfilled your individual needs.

Very good Good Neutral Poor Very Poor

- a. Financial aids
- b. Counseling
- c. Job Placement Service
- d. Course advisement
- e. Tutoring services
- f. Veterans services
- g. Learning lab/packages
- h. Cultural activities
- i. Library services
- j. Student recreational activities
- k. Day care services
- l. Career Center
- m. Scheduling for classes and registration
- n. Admissions/
placement
- o. Individual career counseling

- (5) Which statement best describes your feeling about your educational experience at this college?

- 1 Very satisfied
- 2 Satisfied
- 3 Neutral
- 4 Disappointed
- 5 Very disappointed

- (6) When did you choose your classes for this semester?

- 1 As a new student, I chose them at pre-planning
- 2 As a new student, I went to "walk-in" registration
- 3 As a returning student, I chose my courses at pre-registration
- 4 As a returning student, I went to "walk-in" registration
- 5 Other

TITLE OF SURVEY: COURSE WITHDRAWAL

RATIONALE:

1. FOLLOW-UP OF POTENTIAL COLLEGE WITHDRAWALS AND NON-RETURNING STUDENTS SHOULD BE IMMEDIATE.
2. FOLLOW-UP STUDIES SHOULD INCLUDE ALL STUDENTS.

PURPOSE: TO MONITOR PATTERNS OF COURSE WITHDRAWAL FOR THE PURPOSE OF PREVENTING COLLEGE WITHDRAWAL.

DATA TO BE COLLECTED BY: ADMISSIONS OFFICE.

WHEN DATA IS TO BE COLLECTED: AFTER THE DROP/ADD PERIOD AT THE TIME WHEN THE STUDENT WITHDRAWS FROM A COURSE. COMPLETED FORMS SHOULD BE RETURNED TO MSPR WEEKLY.

COURSE WITHDRAWAL

Student No.

Today's Data

- (1) Please enter the course(s) you are currently dropping in the spaces below. (See Example A.) Refer to your "Drop Slip" for the necessary information (Dept., Course No., Section No.).

If you are dropping more than two courses, please fill out another card.

	Example A	Course	Course
Department	RIO		
Course No.	1010		
Section No.	331		

- (2) Please circle your reason(s) for dropping the above course(s).
- 1 Attendance problems
 - 2 Grade problems
 - 3 Dissatisfied with instruction
 - 4 Found job in occupation related to course(s) completed at this college
 - 5 Transportation problems
 - 6 Conflicting job hours
 - 7 Dissatisfied with course content
 - 8 Too heavy course load
 - 9 Personal/family illness or injury
 - 10 Other personal/family reasons
 - 11 Other (describe)
- (3) Do you think a discussion with a college counselor would be beneficial to you?
- 1 Yes
 - 2 No
 - 3 Undecided
- (4) Please use the back of this card for any comments and/or suggestions about how we could better serve your educational needs.

GRADUATE FOLLOW-UP

DEFINITION: ANY STUDENT WHO LEAVES DCCC AFTER COMPLETING HIS/HER EDUCATIONAL OBJECTIVE.

- A. NCHEMS STUDENT OUTCOMES QUESTIONNAIRE FOR PROGRAM COMPLETERS WAS MAILED TO ALL MAY 1976 AND DECEMBER 1976 GRADUATES WITHIN 30 DAYS OF GRADUATION. ANALYSES ARE AVAILABLE BY SEX, AGE, AND CURRICULUM.
- B. GRADUATE FOLLOW-UP (1) WAS MAILED ON SEPTEMBER 1, 1977 TO ALL MAY 1977 GRADUATES. THIS SURVEY IS PART OF THE DCCC ADAPTATION OF TEX-SIS.
- C. LONG TERM ALUMNI SURVEY WAS MAILED ON JUNE 2, 1977 TO ALL 926 GRADUATES OF DCCC FROM 1969 TO 1972. RESULTS WERE REPORTED IN OCTOBER 1977.

PROJECT FOLLOW UP
GRADUATE SURVEY (1)

PLEASE CIRCLE APPROPRIATE NUMBER(S) WITHIN EACH CATEGORY BELOW. (e.g. ①)

BEGIN HERE

SECTION A - EVERYONE SHOULD ANSWER THIS SECTION

- (1) What was your PRIMARY objective in attending DCCC?
(circle one)

- 1 Improvement of existing "job skills"
- 2 Preparation for "job to be obtained"
- 3 Transfer to a 4-year college
- 4 Personal interest
- 5 Other (describe) _____

- (2) Which one of the below best describes your present status?

- 1 Employed, full time
- 2 Employed, part time
- 3 Unemployed, seeking employment
- 4 Military, full time active duty
- 5 Continuing education at higher level
- 6 Unavailable for employment (describe) _____

- (3) Please rate those courses in your major field of study according to how well they fulfilled your own individual needs.

- | | Very Good | Good | Neutral | Poor | Very Poor |
|---------------------------|-----------|------|---------|------|-----------|
| a. Quality of instruction | | | | | |
| b. Grading/Testing | | | | | |
| c. Instructor Interest | | | | | |
| d. Content of course(s) | | | | | |
| e. Instructional Media | | | | | |
| f. Class Size | | | | | |

- (4) Please rate below only those college services that you have utilized according to how well they fulfilled your own individual needs.

	Very Good	Good	Neutral	Poor	Very Poor
a. Financial aids					
b. Counseling					
c. Job Placement Service					
d. Course advisement					
e. Tutoring services					
g. Learning lab/packages					
h. Cultural activities					
i. Library services					
j. Student recreational activities					
k. Day care services					
l. Career center					
m. Scheduling of classes					
n. Admissions/placement					
o. Individual career counseling					
p. Registration					
q. Health center					

- (5) Which statement best describes your feeling about your educational experience at DCCC?

- 1 Very Satisfied
- 2 Satisfied
- 3 Neutral
- 4 Disappointed
- 5 Very disappointed

PROJECT FOLLOW UP
GRADUATE SURVEY (1)

SECTION B IF YOU HAVE ENROLLED IN ANOTHER COLLEGE SINCE YOUR ENROLLMENT AT OUR COLLEGE, PLEASE ANSWER THIS SECTION. IF NOT, GO TO SECTION C.

- (1) What is the name of your current (or most recently attended) college?

Name of college

City and State

Major

- (2) Did you have problems transferring to the college indicated above?

- | | |
|---------------------|-----------------------------|
| 1 Yes; what? → | 1 Transferring credit hours |
| | 2 Transcript problems |
| | 3 Admissions problems |
| 2 No | 4 Other (describe) _____ |

- (3) How many credit hours earned at our college were not accepted at the college indicated above? (circle one)

- 1 All credit hours accepted
- 2 Lost 1-3 credit hours
- 3 Lost 4-6 credit hours
- 4 Lost 7-12 credit hours
- 5 Lost 13-21 credit hours
- 6 Lost more than 21 credit hours

- (4) If you are currently enrolled in college, please indicate your current status and classification at the college indicated above.

Status	→	Classification
1 Part-time student (less than 12 hours)		1 Freshman
		2 Sophomore
2 Full-time student (12 hours or more)		3 Junior
		4 Senior
		5 Graduate Student
		6 Other _____

(5) How well did the courses you completed at DCCC prepare you for continuing your education?

- 1 My preparation was excellent
- 2 My preparation was satisfactory
- 3 Good in some areas only
- 4 Fair, but all areas could have been better
- 5 My preparation was inadequate

NON-RETURNING STUDENTS

DEFINITION: ALL STUDENTS WHO LEAVE DCCC WITHOUT REACHING THEIR STATED EDUCATIONAL OBJECTIVES.

- A. THOSE STUDENTS WHO ENROLLED FOR WINTER 1976 BUT DID NOT ENROLL FOR FALL 1976. ANALYSES ARE AVAILABLE BY CURRICULUM, SEX, AGE, VETERANS STATUS, FULL-TIME/PART-TIME STATUS, TYPE OF DEGREE, AND TIME SINCE WITHDRAWAL.**
- B. IN PROGRESS SURVEY OF STUDENTS WHO ENROLLED FOR FALL 1976 BUT DID NOT ENROLL FOR WINTER 1977. MAILING DATE OF JUNE 22, 1977. RESULTS WERE REPORTED IN OCTOBER 1977.**

PROJECT FOLLOW-UP

PLEASE CIRCLE APPROPRIATE NUMBER(S) WITHIN EACH CATEGORY BELOW. (e.g. ①)

BEGIN HERE

SECTION A - Everyone should answer this section.

- (1) What was your PRIMARY objective in attending our two-year college?
(circle one)
- 1 Improvement of existing "job skills"
 - 2 Preparation for "job to be obtained"
 - 3 Transfer to a 4-year college
 - 4 Personal interest
 - 5 Other (describe) _____
- (2) How much education is (or was) required to accomplish your educational objective at our college?
- 1 Selected courses(s)
 - 2 Certificate program
 - 3 Two-year Associate Degree program
 - 4 Other (describe) _____
- (3) To what extent has this objective been completed?
- 1 Fully completed
 - 2 Partially completed
 - 3 Not completed
- (4) Do you plan to pursue this objective further?
- | | |
|---------------|----------------------|
| 1 Yes; where? | 1 At our College |
| | 2 At another College |
| 2 No | 3 Other (describe) |
- (5) What was your principal reason for NOT re-enrolling at our college?
(circle one)
- 1 Completed needed courses
 - 2 Transportation problems
 - 3 Found job in occupation related to course(s) completed at this college
 - 4 Transferred to another college
 - 5 Found job
 - 6 Conflicting job hours
 - 7 Financial reasons
 - 8 Change of residence
 - 9 Grade problems
 - 10 Dissatisfied with instruction

(5) (continued) What was your principal reason for NOT re-enrolling at our college? (circle one)

- 11 Dissatisfied with content of courses
- 12 Personal/family illness or injury
- 13 Dissatisfied with faculty advisor or counselor
- 14 Major not available at DCCC
- 15 Unsure of educational goals
- 16 College studies too time consuming
- 17 Courses not available at convenient times
- 18 Other (describe) _____

(6) Which statement best describes your feeling about your educational experience at our college?

- 1 Very satisfied
- 2 Satisfied
- 3 Neutral
- 4 Disappointed
- 5 Very disappointed

(7) If you have completed courses in your MAJOR FIELD OF STUDY, please rate them according to how well they fulfilled your individual needs. Students with "undecided" majors should skip to next question.

Very Good	Good	Neutral	Poor	Very Poor
--------------	------	---------	------	--------------

- a. Quality of instruction
- b. Grading/Testing
- c. Instructor interest
- d. Content of course(s)
- e. Instructional media
- f. Class size

(8) If you have used any of the college services, below, please rate them according to how well they fulfilled your individual needs.

	Very Good	Good	Neutral	Poor	Very Poor
a. Financial aids					
b. Counseling					
c. Job placement service					
d. Course advisement					
e. Tutoring services					
f. Veterans services					
g. Learning lab/packages					
h. Cultural activities					
i. Library services					
j. Student recreational activities					
k. Day care services					
l. Career counseling services					
m. Scheduling & registration					
n. Admissions/placement					
o. Health Center					

(9) Which one of the below best describes your present status?

- 1 Employed, full time
- 2 Employed, part time
- 3 Unemployed, seeking employment
- 4 Military, full time active duty
- 5 Continuing education at higher level
- 6 Unavailable for employment (describe)

PROJECT FOLLOW-UP

Graduates Name _____

Job Title _____

Program Major _____

Employer (Company Name - Institution - Organization, etc.)

(1) Is the job title and status of the above graduate accurate?

- 1 Yes
- 2 No, IF NO, please describe change(s) below:

(2) What is your relationship with the above graduate?
(Circle all that apply)

- 1 Employer
- 2 Supervisor
- 3 Personnel Staff
- 4 Co-Worker
- 5 Other (describe)

(3) Please rate the preparation received by the graduate in the following personal skill areas. Please respond only to those areas you feel are appropriate.

- | | Very
Good | Good | Neutral | Poor | Very
Poor |
|-----------------------------|--------------|------|---------|------|--------------|
| a. Accepting responsibility | | | | | |
| b. Punctuality | | | | | |
| c. Personal initiative | | | | | |
| d. Willingness to learn | | | | | |
| e. Co-worker cooperation | | | | | |
| f. Management cooperation | | | | | |
| g. Work attendance | | | | | |
| h. Work attitude | | | | | |
| i. Personal appearance | | | | | |
| j. Compliance with policies | | | | | |

- (4) Please rate the training received by the graduate in the following technical skill areas. Please respond only to those areas you feel are applicable to the occupational performance.

	Very Good	Good	Neutral	Poor	Very Poor
a. Mathematical skills					
b. Technical knowledge					
c. Organizational ability					
d. Communication skills					
e. Problem solving skills					
f. Work quality					
g. Work quantity					
h. Manual dexterity					
i. Meeting the public					
j. Following instructions					
k. Operation of equipment					

- (5) What is your overall rating of the training received by the graduate as it relates to the requirements of his or her job?

- 5 Very good
4 Good
3 Neutral
2 Poor
1 Very poor

- (6) What, in your opinion, is the job outlook for program graduates of this particular occupational field?

<u>Present</u>		<u>Future</u>
5	Very good	5
4	Good	4
3	Neutral	3
2	Poor	2
1	Very Poor	1

TABLE 2
PERSONAL SKILLS RATING

<u>SKILLS</u>	<u>VERY GOOD (5)</u>	<u>GOOD (4)</u>	<u>NEUTRAL (3)</u>	<u>POOR (2)</u>	<u>VERY POOR (1)</u>	<u>$\bar{X}$</u>	<u>MISSING</u>
ACCEPTING RESPONSIBILITY	7	12	1	1	.	4.2	.
PERSONAL INITIATIVE	8	11	2	.	.	4.3	.
WILLINGNESS TO LEARN	9	10	2	.	.	4.3	.
CO-WORKER COOPERATION	7	9	2	1	.	4.2	2
WORK ATTENDANCE	8	11	1	.	.	4.4	.
WORK ATTITUDE	7	11	1	1	.	4.2	1
PERSONAL APPEARANCE	9	10	1	.	.	4.4	1
COMPLIANCE WITH POLICIES	8	11	2	.	.	4.3	.
PUNCTUALITY	11	8	2	.	.	4.4	.
MANAGEMENT COOPERATION	8	11	2	.	.	4.3	.

TABLE 2
TECHNICAL SKILLS RATING

<u>SKILL</u>	<u>VERY GOOD (5)</u>	<u>GOOD (4)</u>	<u>NEUTRAL (3)</u>	<u>POOR (2)</u>	<u>VERY POOR (1)</u>	<u>$\bar{X}$</u>	<u>MISSING</u>
MATHEMATICS SKILL	1	8	-	-	-	3.9	11
TECHNICAL KNOWLEDGE	6	12	1	1	-	4.2	1
ORGANIZATIONAL ABILITY	5	12	3	1	-	4.0	-
COMMUNICATIONS SKILLS	4	14	2	-	-	4.1	1
PROBLEM SOLVING SKILLS	3	13	2	1	-	3.8	2
WORK QUALITY	5	13	1	1	-	4.1	1
WORK QUANTITY	5	13	-	2	-	4.1	1
MANUAL DEXTERITY	2	15	-	-	-	4.1	4
MEETING THE PUBLIC	4	14	-	1	-	3.3	2
FOLLOWING INSTRUCTION	5	13	2	-	-	4.2	1
OPERATION OF EQUIPMENT	5	13	2	-	-	3.7	1

C - STUDENT DATA ANALYSIS

*** DEMOGRAPHIC PROFILES OF ENTERING CLASSES

*** YEARLY "PROGRAM PROFILES"

FOR EACH CURRICULUM:

ENROLLMENT DATA:

% FULL TIME/PART TIME
% MALE/FEMALE
% NEW/RETURNING
% FRESHMAN/SOPHOMORE

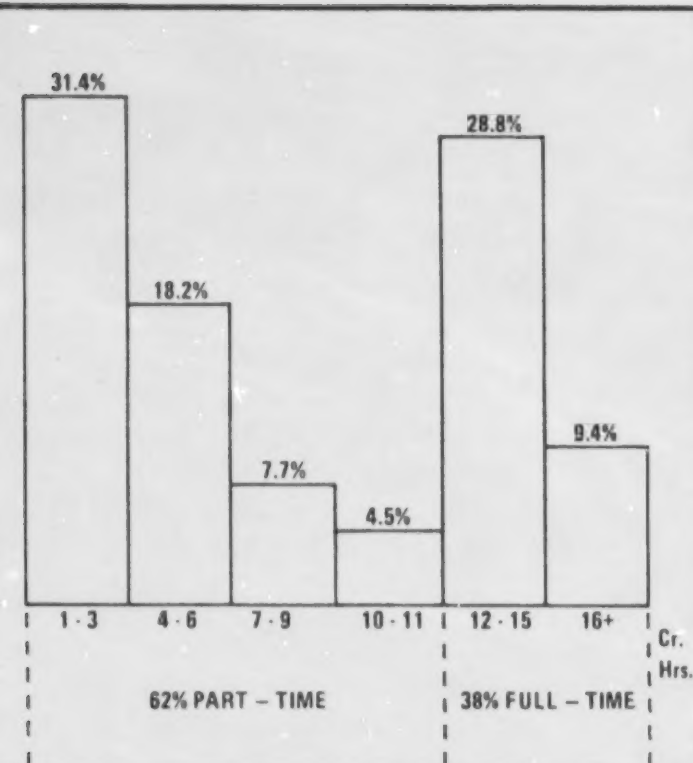
ACADEMIC PERFORMANCE DATA:

% CREDITS ATTEMPTED, COMPLETED
AVERAGE GRADE POINT AVERAGE
% WITHDRAWALS
% GRADUATES
% HONORS
% PROBATION

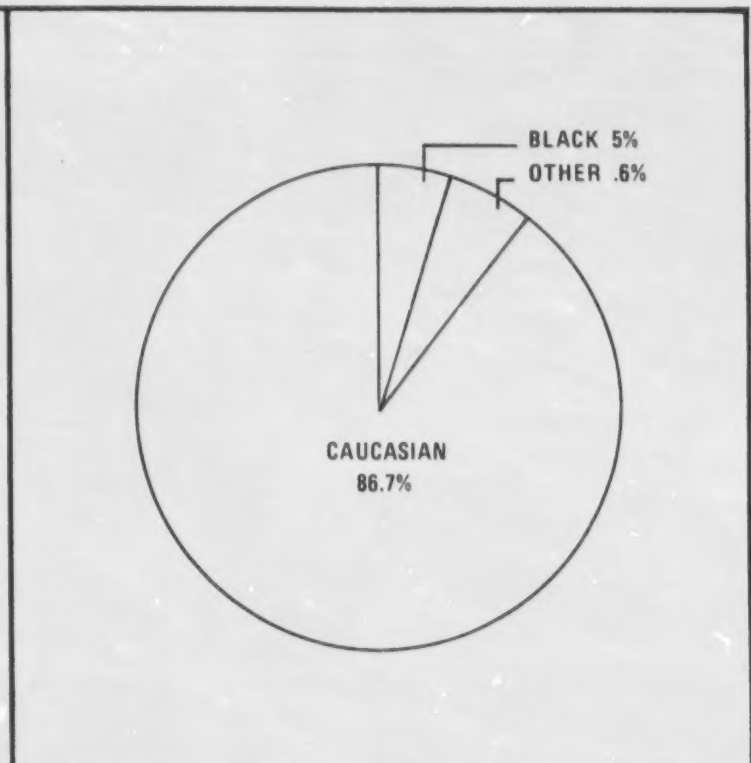
OUTCOMES SURVEY SUMMARIES

MOST RECENT GRADUATES
EXITING AND NON-RETURNING STUDENTS

PROFILE - FALL 77 - ENTERING CLASS

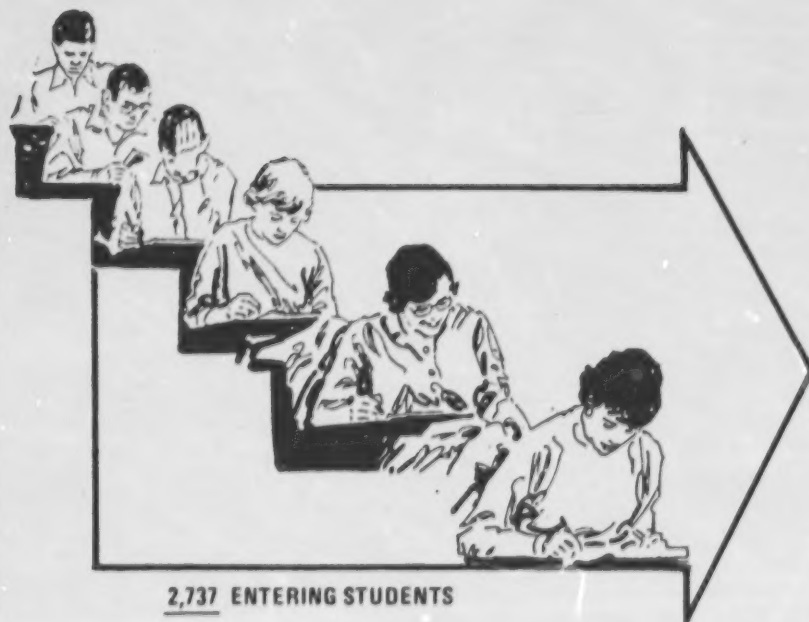


ENROLLMENT STATUS

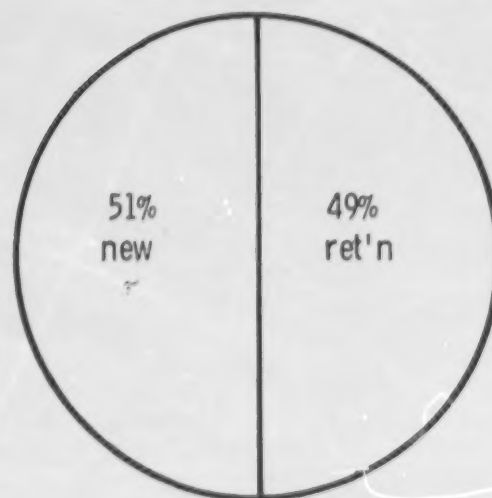


ETHNIC GROUPS

PROFILE - FALL 77 - ENTERING CLASS



2,737 ENTERING STUDENTS



5,321 TOTAL FALL 77 ENROLLMENT

PROGRAM NAME Accounting (167)

PROGRAM PROFILES 1976-77

	FALL	WINTER	ACADEMIC
	1976	1977	YEAR
<u>I. ENROLLMENT</u>			<u>AVERAGE</u>
# STUDENTS	189	174	182
# FTE	103	96	100
AVERAGE CREDITS/FTE	12	13	12.5
% MALE/FEMALE	35/65	33/67	33/67
# & % NEW STUDENTS	96/51	56/32	76/42
% RETURNING FROM PREVIOUS SEMESTER	49	67	58
% FRESHMAN/SOPHOMORE	90/10	83/17	87/13
% PART-TIME/FULL-TIME	69/31	71/29	70/30
<u>II. ACADEMIC PERFORMANCE</u>			
# & % WITHDRAWALS	15/7	18/10	33/9
# & % GRADUATES			12/6.6
# & % HONORS		16/9.2	
# & % PROBATION		25/14.4	
MEDIAN SEMESTER GPA		3.00	
MEAN SEMESTER GPA		2.62	
MEDIAN % SEMESTER CREDITS EARNED		99	
MEAN % SEMESTER CREDITS EARNED		86.1	

D - DCCC USE OF N. C. H. E. M. S. COSTING AND SIMULATION MODELS

TWO COMPONENTS: HISTORICAL COSTING; SIMULATION MODEL

*** INFORMATION EXCHANGE PROCEDURES (IEP)

- ** DEVELOPED YEARLY SINCE 1974
- ** BASIC DESCRIPTIVE DATA FOR STAFF, FINANCES, STUDENTS, FACILITIES
- ** UNIT COST FOR DISCIPLINES
- ** UNIT COST FOR PROGRAMS
- ** FULL COSTING ALLOCATION PROCESS FOR PROGRAMS AND DISCIPLINES
- ** COMPARATIVE ANALYSIS WITH PREVIOUS YEARS
- ** COMPARATIVE ANALYSIS WITH OTHER INSTITUTIONS
- ** PRESENTATIONS TO FACULTY AND STAFF

*** RESOURCE REQUIREMENTS PREDICTION MODEL (RRPM)

- ** PRODUCED SEVERAL TIMES DURING EACH YEAR
- ** USED FOR BUDGET ESTIMATE
- ** USED FOR FACULTY STAFFING ESTIMATE
- ** USED FOR ESTIMATION OF COURSE SCHEDULE REQUIREMENTS

INFORMATION EXCHANGE PROCEDURES

A SET OF GUIDELINES USED TO COLLECT:

- FINANCIAL DATA (FLOW OF FUNDS, COST ANALYSIS...)
- PERSONNEL DATA (FACULTY/STAFF SALARY, WORKLOAD PATTERNS...)
- STUDENT DATA (HEADCOUNTS, TEST SCORES, FINANCIAL AID...)
- FACILITIES DATA (BUILDINGS, LAND, DEBT...)
- OUTCOMES DATA (STUDENT PLACEMENT, STUDENT FEEDBACK...)

THE RESULTING SET OF INFORMATION IS USEFUL FOR COMPARISONS OF:

LEVELS OF ACTIVITY ACROSS THE CAMPUS FOR A SINGLE YEAR

- WHAT DID IT COST YOU TO TEACH COURSES IN DIFFERENT DISCIPLINE AREAS?
- WHAT PROPORTION OF CAMPUS RESOURCES WERE USED BY THE VARIOUS CAMPUS PROGRAMS?

SIMILAR ACTIVITIES OVER A SERIES OF YEARS

- TRENDS IN COST PER STUDENT BY MAJOR;
- SHIFTS IN PLACEMENTS, TYPES OF STUDENTS, TYPES OF FACULTY...

ACTIVITIES AT YOUR CAMPUS WITH THOSE OF A SIMILAR CAMPUS

- SIMILARITY IN OPERATING PATTERNS, WORKLOADS, FINANCE...
- SIGNIFICANT DIFFERENCES IN TOTAL AND AVERAGE COSTS

THE INFORMATION ARE USEFUL TO MANAGERS BY PROVIDING.

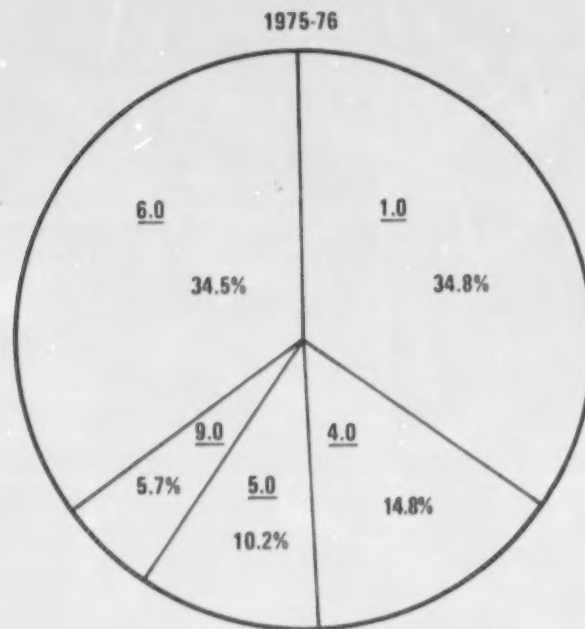
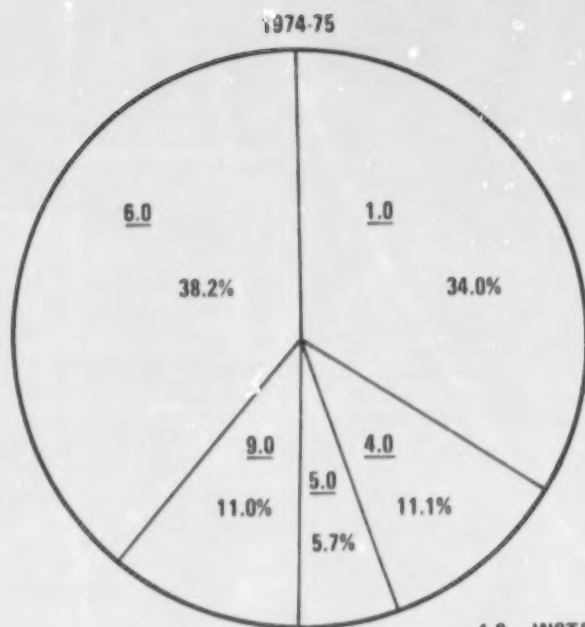
BROAD INDICATORS OF CHANGE IN REVENUE, COST, OR OPERATING PATTERNS;

A HISTORICAL BASE FOR INCREMENTAL, FORMULA, OR PROGRAM BUDGETING;

A SET OF ANALYTIC DATA TO EVALUATE PLANNED AND ACTUAL ACTIVITIES;

A SET OF FACTS THAT DESCRIBE CAMPUS OPERATIONS

PROPORTION OF EXPENDITURES
BY PROGRAM FOR DCCC 1974-75 & 1975-76



1.0 INSTRUCTION
4.0 ACADEMIC SUPPORT
5.0 STUDENT SERVICES
6.0 INSTITUTIONAL SUPPORT
9.0 IEP SPECIAL ACCOUNTS

**PROPORTION OF EXPENDITURES
FOR DCCC PROGRAM 1.0 - INSTRUCTION**



- 1.1 COLLEGE & UNIVERSITY PARALLEL**
- 1.2 OCCUPATIONAL & GENERAL**
- 1.3 COMMUNITY EDUCATION**
- 1.4 DEVELOPMENTAL & BASIC**

COMPARISON OF DIRECT COSTS
BY PCS ACTIVITY CENTERS
1974-1976

<u>ACTIVITY CENTER</u>	<u>DIRECT COST</u> <u>74-75</u>	<u>DIRECT COST</u> <u>75-76</u>	<u>DIRECT COST</u> <u>76-77</u>
1.0 INSTRUCTION			
1.1 COLLEGE & UNIVERSITY PARALLEL	899,132	1,182,989	1,262,807
1.2 OCCUPATIONAL & GENERAL	438,370	628,248	1,031,121
1.3 COMMUNITY EDUCATION	86,829	109,933	182,619
SUBTOTAL	1,424,331	1,921,170	2,476,547
3.0 PUBLIC SERVICE			
3.2 CULTURAL PROGRAM	-	-	32,623
			32,623
4.0 ACADEMIC SUPPORT			
4.1 LIBRARY	108,526	149,266	165,612
4.3 INSTRUCTIONAL MEDIA	113,723	176,174	183,506
4.32 LEARNING CENTER	13,125		30,010
4.4 COMPUTING SUPPORT	-	39,803	46,955
4.6 ACADEMIC ADMINISTRATION	202,594	359,062	431,934
4.7 COURSE & CURRICULUM DEVELOPMENT	27,953	100,515	-
SUBTOTAL	465,921	824,821	858,017

COMPARISON OF DIRECT COSTS
BY PCS ACTIVITY CENTERS
1974-1976

ACTIVITY CENTER	DIRECT COST <u>74-75</u>	DIRECT COST <u>75-76</u>	DIRECT COST <u>76-77</u>
5.0 STUDENT SERVICE			
5.1 STUDENT PERSONNEL	57,855	45,052	52,520
5.2 STUDENT ACTIVITIES	30,235	133,128	111,682
5.3 COUNSELING & CAREER CENTER	122,090	305,174	295,280
5.5 STUDENT SUPPORT SERVICES	7,918	57,087	115,818
5.6 INTERCOLLEGIATE ATHLETICS	19,991	25,671	3,548
SUBTOTAL	238,089	566,115	578,848
6.0 INSTITUTIONAL SUPPORT			
6.1 EXECUTIVE MANAGEMENT	308,453	327,838	493,697
6.2 FISCAL OPERATIONS	107,892	153,464	221,863
6.3 GENERAL ADMINISTRATIVE SERVICES	205,871	201,002	208,136
6.4 LOGISTICAL SERVICES	280,117	320,548	362,658
6.5 PHYSICAL PLANT OPERATIONS	552,809	661,674	787,171
6.7 PUBLIC RELATIONS	39,284	92,390	21,918
6.8 ADMISSIONS & RECORDS	108,042	159,028	204,129
SUBTOTAL	1,802,468	1,915,947	2,299,572
9.0 IEP SPECIAL ACCOUNTS			
9.1 STUDENT WAGES	83,283	87,895	-
9.3 CAPITAL COST - BUILDING & GROUNDS	-	47,448	-
9.4 CAPITAL COST - EQUIPMENT	-	183,296	-
6.9 GENERAL INSTITUTIONAL	158,134	-	-
6.91 STAFF BENEFITS	219,843	-	-
SUBTOTAL	461,260	318,642	-
TOTAL	<u>4,192,069</u>	<u>5,546,695</u>	<u>6,245,607</u>

COMPARISON OF DIRECT UNIT COSTS
FOR DCCC PROGRAMS
1974-75, 1975-76, 1976-77

<u>PROGRAM NAME</u>	<u>76-77 DIRECT COST</u>	<u>75-76 DIRECT COST</u>	<u>74-75 DIRECT COST</u>	<u>76-77 SCH</u>	<u>75-76 SCH</u>	<u>74-75 SCH</u>
UNDECIDED	20.98	17.44	16.99	784	3036	10807
BUS. ADMIN.	20.45	16.50	16.65	19048	15058	9751
LIB. ARTS	20.44	17.36	17.82	30348	29834	23743
ENGINEERING	21.93	18.73	22.62	2755	1986	1209
NAT. SCIENCE	21.08	18.54	20.05	7825	6302	4173
GEN. EDUCATION	20.69	18.08	19.01	7183	7751	973
BUS. MANAGEMENT	21.87	17.36	16.73	2733	2375	2031
CLER. STUDIES	29.09	20.45	18.83	209	272	112
DATA PROC.	21.15	17.35	17.32	4035	3140	1568
ADMIN. JUSTICE	22.75	17.01	14.30	5838	6373	4082
FIRE SCIENCE	14.94	18.99	18.35	450	350	198
EARLY CHILD. EDU.	17.92	16.24	17.11	3501	3234	2223
NURSING	40.64	34.50	34.10	4069	3828	3181
RETAIL MGT.	22.92	17.57	17.76	1796	1457	1042
EXEC. SECRETARY	27.54	22.16	21.34	1910	2117	1952
RESP. THERAPY	44.17	20.55	32.59	450	552	459
HOTEL/RESTAURANT	25.11	22.90	20.14	2402	1840	1578
APPLIED TECH.	24.11	22.29	20.68	2773	2696	1877
ACCOUNTING	21.47	17.01	16.80	2848	2555	805
LEGAL SECRETARY	27.53	21.92	21.83	1455	1408	328
TOTAL	22.42	18.51	19.73	102383	96177	72175

COMPARISON OF DIRECT UNIT COSTS
FOR DCCC DISCIPLINES
1974-75, 1975-76, 1976-77

HEGIS CODE	DISCIPLINE NAME	COURSE LEVEL	DIRECT COST PER SEMESTER CREDIT HOUR	DIRECT COST PER SEMESTER CREDIT HOUR	DIRECT COST PER SEMESTER CREDIT HOUR
			74-75	75-76	76-77
0502	ACCOUNTING	LD	14.13	15.07	21.22
5505	ADMINISTRATION OF JUSTICE	LD	11.21	16.09	26.15
0506	BUSINESS	LD	13.91	16.79	25.85
5101	DATA PROCESSING	LD	16.29	16.35	17.73
5503	EARLY CHILDHOOD EDUCATION	LD	17.23	17.08	18.42
2204	ECONOMICS	LD	13.53	14.31	15.36
0801	EDUCATION	LD	16.67	8.86	16.45
5507	FIRE SCIENCE TECHNOLOGY	LD	13.68	20.32	9.46
2205	HISTORY	LD	12.08	13.98	16.45
0835	HEALTH/PHYSICAL EDUCATION	LD	9.01	16.79	19.16
5010	HOTEL/RESTAURANT MANAGEMENT	LD	24.60	35.62	33.38
2207	POLITICAL SCIENCE	LD	17.86	13.41	23.03
2001	PSYCHOLOGY	LD	11.64	12.50	13.12
5005	SECRETARIAL SCIENCE	LD	31.25	30.95	38.89
2208	SOCIOLOGY	LD	17.08	15.70	16.98
0401	BIOLOGY	LD	20.61	18.26	24.28
1905	CHEMISTRY	LD	24.85	25.56	24.23
1701	MATHEMATICS	LD	19.73	16.74	17.73
5208	NURSING	LD	46.92	47.88	70.01
1901	PHYSICAL SCIENCE	LD	20.79	17.55	20.81
5215	RESPIRATORY THERAPY	LD	46.18	42.46	68.48
5399	TECHNOLOGY	LD	14.51	28.88	36.07
TOTAL COLLEGE AVERAGE			17.20	17.50	22.42

FISCAL YEAR FTE FACULTY BY DISCIPLINE

<u>DISCIPLINE</u>	1978-79 ESTIMATED (2/78) <u>FY TOTAL</u>	1979-80 ESTIMATED (10/78) <u>FY TOTAL</u>
ACCOUNTING	6.70	6.75
BUSINESS	5.72	6.89
DATA PROCESSING	4.05	5.07
ECONOMICS	2.20	2.30
HOTEL/RESTAURANT MANAGEMENT	1.51	1.38
RETAIL MANAGEMENT	.52	.52
SECRETARIAL STUDIES	3.47	3.84
ADMINISTRATION OF JUSTICE	2.05	1.89
EARLY CHILDHOOD EDUCATION	1.26	1.30
EDUCATION	.55	.55
FIRE SCIENCE TECHNOLOGY	.44	.38
HISTORY	7.37	7.15
HEALTH/PHYSICAL EDUCATION	.24	.15
POLITICAL SCIENCE	3.41	3.13
PSYCHOLOGY	9.12	9.23
SOCIOLOGY	5.61	5.25
TOTAL FTE FACULTY	144.82	149.47
COLLEGE-WIDE PRODUCTIVITY RATIO	723	740

FISCAL YEAR STUDENT CREDIT HOURS BY PROGRAM

		ACTUAL		PROJECTED	
<u>PROGRAM</u>		<u>74-75</u>	<u>75-76</u>	<u>76-77</u>	<u>77-78</u>
UNK	UNKNOWN	207	507	.	.
000	UNDECIDED	10600	2478	.	.
010	BUSINESS ADMINISTRATION	9751	15068	16520	16660
0111	BUSINESS EDUCATION	31	.	.	.
012	ELEMENTARY EDUCATION	376	.	.	.
013	SECONDARY EDUCATION	178	.	.	.
014	JOURNALISM	107	.	.	.
015	LIBERAL ARTS	22788	29816	33586	34412
017	ENGINEERING	144	.	.	.
018	ENGINEERING	1209	1986	2077	2132
019	PRE PHARMACY	18	.	.	.
020	PRE DENTISTRY	25	.	.	.
021	PRE MEDICINE	36	.	.	.
022	PRE VETERINARY	67	.	.	.
023	ACCOUNTING	33	.	.	.
024	NATURAL SCIENCE	<u>4027</u>	<u>6302</u>	<u>6482</u>	<u>7202</u>
TOTAL		72187	96135	108959	112301

STUDENT CREDIT HOURS BY DISCIPLINE

<u>DISCIPLINE</u>	<u>76-77</u>	<u>77-78</u>	<u>78-79¹</u>	<u>79-80¹</u>
ACCOUNTING	6204	6234	6396	6716
BUSINESS	5349	5553	5688	7144
DATA PROCESSING	2990	3576	3663	4782
ECONOMICS	1746	2052	2097	2263
HOTEL/RESTAURANT MANAGEMENT	865	886	918	879
RETAIL MANAGEMENT	486	507	528	543
SECRETARIAL STUDIES	<u>2210</u>	<u>2362</u>	<u>2415</u>	<u>2782</u>
	19850	21170	21705	25109
ADMINISTRATION OF JUSTICE	2838	2361	2424	2325
EARLY CHILDHOOD EDUCATION	1423	1110	1136	1223
EDUCATION	585	543	561	581
FIRE SCIENCE TECHNOLOGY	378	390	396	360
HISTORY	7308	7239	7430	7511
HEALTH/PHYSICAL EDUCATION	136	147	149	96
POLITICAL SCIENCE	2640	2868	2938	2814
PSYCHOLOGY	8584	8598	8823	9316
SOCIOLOGY	<u>5148</u>	<u>5175</u>	<u>5299</u>	<u>5159</u>
	29040	28431	29156	29385
	<u>103017</u>	<u>102060</u>	<u>104669</u>	<u>112235</u>
FY REGULAR INSTRUCTION FTE	3800	3875	3975	4110

¹ Estimate based on projected enrollment

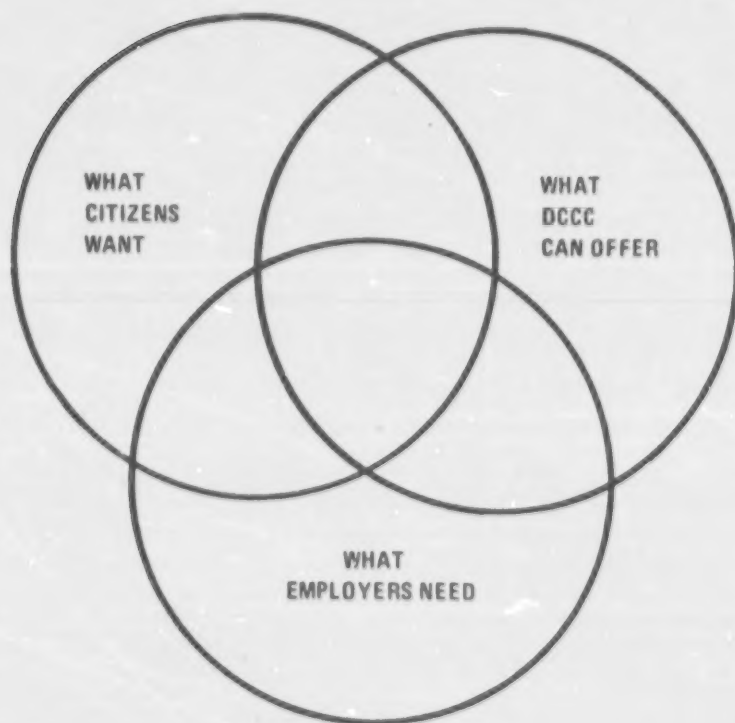
DELAWARE COUNTY COMMUNITY COLLEGE



A COMPREHENSIVE ASSESSMENT
OF THE EDUCATIONAL NEEDS
OF ADULTS IN DELAWARE COUNTY

OFFICE OF MANAGEMENT
SYSTEMS, PLANNING AND RESEARCH

PROGRAM PLANNING ESSENTIALS



DCCC COMMUNITY NEEDS ASSESSMENT PROJECT

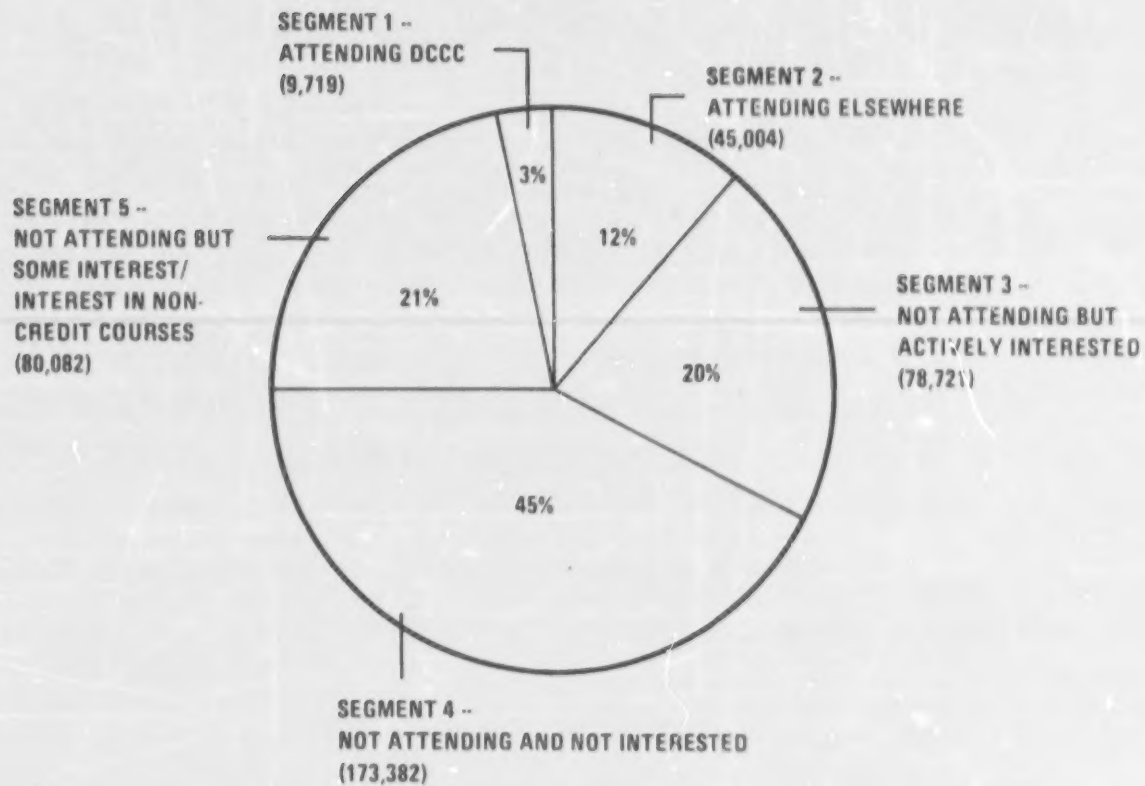
BASIC CONCEPTS

- ... Unmet educational needs of community residents are vital to program planning
- ... Educational needs are broadly defined:
 - Preparation for entry into career
 - Job skills training for improvement of present job
 - College transfer programs
 - Non-credit programs for personal interest
 - Educational and career counseling services
 - Courses to provide practical skills
- ... Representative sample of all county residents 17 years or older
- ... Telephone survey is most responsive and economical method
- ... Seek to identify "Market Segments" by interest and present educational activity

SURVEY DESIGN

- ... FIRST STEP - Educational Market Segment Screening
- ... SECOND STEP - Assess interest in specific programs and services
- ... THIRD STEP - Determine time, cost, location preferences
- ... FOURTH STEP - Identify barriers; ie. , cost, child care, transportation, etc.
- ... FIFTH STEP - Demographic data

**BASIC EDUCATIONAL SEGMENTS
OF ADULTS IN DELAWARE COUNTY, PENNSYLVANIA**



DEFINITION OF EDUCATIONAL SERVICES

COLLEGE TRANSFER -- COURSES AND PROGRAMS DIRECTED AT OBTAINING A BACHELOR'S DEGREE

**LIBERAL ARTS/ACADEMIC
ARCHITECTURE/URBAN STUDIES**

CAREER TRAINING -- COURSES AND PROGRAMS DESIGNED TO HELP A PERSON OBTAIN A JOB OR CHANGE CAREERS

**BUSINESS/COMMERCE
DATA PROCESSING**

JOB SKILLS -- PROGRAMS OF PERSONAL DEVELOPMENT TO IMPROVE SKILLS RELATED TO YOUR JOB

**OFFICE SKILLS
BUILDING TRADES/SKILLS**

INFORMAL/NON-CREDIT ACTIVITIES -- COURSES GIVEN ON AN INFORMAL NON-CREDIT BASIS; FOR FUN

**WORKSHOPS/TRAINING IN HOBBY SKILLS
CRAFTS INSTRUCTION**

EDUCATIONAL/CAREER COUNSELING

**CAREER COUNSELING/INTEREST TESTING
FINANCIAL AID**

PRACTICAL SKILLS -- COURSES DESIGNED TO PROVIDE ADULTS WITH PRACTICAL SKILLS NOT GENERALLY RELATED TO THEIR EMPLOYMENT

**COMMUNICATION SKILLS
HOME SKILLS**

DELAWARE COUNTY COMMUNITY COLLEGE
COMMUNITY NEEDS ASSESSMENT
SUMMARY OF FINDINGS

- *** ALMOST TWO-THIRDS OF COUNTY RESIDENTS ARE PRESENTLY INVOLVED IN OR EXPRESSED INTEREST IN POSTSECONDARY EDUCATION.
- *** MANY COUNTY RESIDENTS HAVE FORMULATED PLANS FOR PURSUING THEIR EDUCATIONAL INTERESTS; I.E., 73 PERCENT PLAN TO ENROLL DURING 1978-79, 52 PERCENT PLAN TO ATTEND SCHOOLS WITHIN THE COUNTY, AND 80 PERCENT PREFER PART-TIME ATTENDANCE.
- *** COUNTY RESIDENTS EXPRESSED NEEDS FOR A BROAD RANGE OF EDUCATIONAL SERVICES, I.E., 25 PERCENT OR MORE ARE INTERESTED IN FIVE OF THE SIX MAJOR AREAS OF SERVICES.
- *** MOST COUNTY RESIDENTS EXPRESS INTEREST IN PROGRAMS AND SERVICES WHICH ALREADY EXIST AT DCCC. ONLY MINOR ADJUSTMENTS TO TIME, COURSE SEQUENCING, AND LOCATIONS ARE INDICATED.
- *** THE REASONS GIVEN FOR INTEREST IN POSTSECONDARY EDUCATION ARE PRAGMATIC, I.E., TO IMPROVE JOB PROSPECTS AND SELF IMPROVEMENT.
- *** TUITION COST APPEARS TO BE A SIGNIFICANT CONCERN OR MAJOR IMPEDIMENT TO NEARLY ALL ADULTS WHO EXPRESS INTEREST IN ENROLLING IN A COURSE OR PROGRAM, I.E., 76 PERCENT FEEL \$50 PER COURSE IS MAXIMUM AFFORDABLE, 33 PERCENT IDENTIFY COST OF COURSES/ FINANCIAL AID AS REASONS INHIBITING ENROLLMENT.
- *** COUNTY ADULTS BASE THEIR EDUCATIONAL INTEREST UPON INFORMATION PROVIDED BY LOCAL EDUCATIONAL ORGANIZATIONS, I.E. 87 PERCENT HAVE SEEN OR HEARD ANNOUNCEMENTS ABOUT LOCAL PROGRAMS, 53 PERCENT DESIRE MORE INFORMATION ABOUT DCCC, 70 PERCENT THOUGHT THE BEST WAY TO PROVIDE INFORMATION IS TO MAIL SPECIFIC BROCHURES UPON REQUEST.

IMPLICATIONS OF COMMUNITY NEEDS ASSESSMENT FOR DELAWARE COUNTY COMMUNITY COLLEGE

- *** THE COMMUNITY NEEDS ASSESSMENT INDICATES INCREASED ENROLLMENT DEMAND WITHIN DELAWARE COUNTY. DCCC PROJECTS 3-4 PERCENT GROWTH PER YEAR.
- *** ENROLLMENT GROWTH WILL BE CONCENTRATED IN PART-TIME AND OFF-CAMPUS CATEGORIES. DCCC WILL PLAN ITS OPERATIONS ACCORDINGLY.
- *** FEW NEW CURRICULA ARE REQUIRED TO RESPOND TO COMMUNITY INTERESTS. THE MIX OF COURSE OFFERINGS WILL CONTINUE TO SHIFT EMPHASIS TOWARDS MEETING THE SHORT TERM NEEDS OF ADULTS.
- *** THE TRADITIONAL ACADEMIC CALENDAR WILL EXPAND TO INCLUDE WEEKEND AS WELL AS EXTENDED DAY TIME PERIODS.
- *** DCCC MUST GIVE GREATER EMPHASIS TO ITS FINANCIAL AID PROGRAM. INCREASES IN BOTH THE AMOUNT OF AID AVAILABLE AND AWARENESS OF ITS AVAILABILITY ARE REQUIRED.
- *** IT IS THE COLLEGE'S RESPONSIBILITY TO PROVIDE READY ACCESS TO INFORMATION NEEDED BY COUNTY RESIDENTS INTERESTED IN EDUCATIONAL SERVICES.

REVIEW OF LABOR MARKET RESEARCH PROJECT
AND
RECOMMENDATIONS FOR FUTURE IMPLEMENTATION



MSPR
June 1978

TOP TWENTY INDIVIDUAL OCCUPATIONS IN PHILADELPHI SMSA
BY TOTAL JOB OPENINGS AND PERCENT GROWTH 1974 to 1985

(11 Year Cumulative Data)

Occupation	Total	Due to Growth	Due to Labor Force Separations
1. SECRETARIES, general	97,860	25,310	72,550
2. TYPISTS	34,160	4,620	29,540
3. ELEMENTARY SCHOOL TEACHERS	24,830	1,370	23,460
4. BOOKKEEPERS	23,500	-140	23,640
5. PRACTICAL NURSES	21,460	8,390	13,070
6. CASHIERS	19,360	2,370	16,990
7. REGISTERED NURSES	18,960	4,120	14,840
8. JANITORS AND SEXTONS	18,650	3,720	14,930
9. WAITERS	18,290	1,650	16,640
10. NURSES AIDES, ORDERLIES	15,730	5,060	10,670
11. CHILDCARE WORKERS, EXCEPT PRIVATE	12,690	5,150	7,540
12. PHYSICIANS	11,480	5,860	5,620
13. RECEPTIONISTS	11,420	2,860	8,560
14. COOKS, EXCEPT PRIVATE	11,320	2,840	8,480
15. PACKER, WRAPPER, EXCEPT MEAT PRODUCE	10,070	-760	10,830
16. HAIRDRESSERS, COSMETOLOGISTS	9,660	1,810	7,850
17. CARPENTERS AND APPRENTICES	9,460	3,520	5,940
18. SEWERS AND STITCHERS	9,370	-6,030	15,400
19. ASSEMBLERS	8,840	320	8,520
20. SECRETARIES, LEGAL	8,180	3,060	5,120

TOP 20 OCCUPATIONS COMPRISE 36 PERCENT OF TOTAL JOB OPENINGS.

TABLE B
 TWENTY OCCUPATIONS WITH
 LOWEST GROWTH IN JOB OPENINGS¹

<u>OCCUPATION</u>	<u>% GROWTH 1974 - 85 OF ANNUAL AVERAGE JOB OPPORTUNITIES</u>
STENOGRAPHERS	-37.0
KEYPUNCH OPERATORS	-30.6
TABULATING MACHINE OPERATORS	-30.3
FARM MANAGEMENT ADVISORS	-28.6
HOME MANAGEMENT ADVISORS	-27.6
POSTMASTERS AND MAIL SUPERINTENDENTS	-26.7
COLLEGE AND UNIVERSITY TEACHERS	-14.8
CHEMICAL ENGINEERS	-13.1
TELEPHONE OPERATORS	-12.3
SECONDARY SCHOOL TEACHERS	-11.8
MAIL HANDLERS	- 9.4
MESSENGERS AND OFFICE HELPERS	- 9.3
POSTAL CLERKS	- 9.2
TICKET STATION AND EXPRESS AGENTS	- 8.5
ASSESS, CONTROL, LOCAL PUBLIC ADMINISTRATORS	- 6.7
METER READERS, UTILITIES	- 6.0
AGRICULTURAL SCIENTISTS	- 5.2
BOOKKEEPERS, BILLING OPERATORS	- 4.4
BIOLOGICAL SCIENTISTS	- 3.0
OTHER SOCIAL SCIENTISTS	- 2.0

¹PENNSYLVANIA BUREAU OF EMPLOYMENT SECURITY, OCCUPATIONAL PROJECTIONS, 1974-85, PHILADELPHIA SMSA, (PROFESSIONAL AND TECHNICAL WORKERS, MANAGERS, SALES AND CLERICAL WORKERS ONLY).

TABLE C
AVERAGE ANNUAL JOB OPENINGS
FOR DCCC OCCUPATIONAL CURRICULA ¹

<u>DCCC CURRICULA</u>	<u>OCCUPATIONAL TITLE</u>	<u>AVERAGE NO. ANNUAL JOB OPENINGS</u>
BUSINESS MANAGEMENT	OFFICE MANAGERS	492
	OTHER MANAGERS & ADMINISTRATORS	<u>4055</u>
		4547
CLERICAL STUDIES	OTHER CLERICAL WORKERS LESS BOOKKEEPERS	15275
DATA PROCESSING	OPERATORS	267
	PROGRAMMERS	<u>288</u>
		555
ADMINISTRATION OF JUSTICE	GUARDS	669
	POLICE DETECTIVES	279
	MARSHALS, SHERIFFS	<u>36</u>
		984
FIRE SCIENCE	FIRE FIGHTERS	20
EARLY CHILDHOOD EDUCATION	PRESCHOOL/KINDERGARTEN TEACHERS	32
	CHILD CARE WORKERS	<u>1154</u>
		1186
NURSING	REGISTERED NURSES	374
RETAIL MANAGEMENT	BUYERS	348
	PURCHASING AGENTS	221
	SALESMEN	<u>730</u>
		1299
EXECUTIVE SECRETARY	OTHER SECRETARIES	8896
	MEDICAL SECRETARIES	<u>568</u>
		9464
RESPIRATORY THERAPY	OTHER HEALTH TECHNICIANS	366

VOCATIONAL-TECHNICAL EDUCATION CONSORTIUM OF STATES
ANALYSIS OF D.O.T. TITLES BY CATALOG AREA
SEPTEMBER, 1977

STATE	V-TECS CATALOG TITLE/USOE CODE	CONTAINS D.O.T. JOB TITLES	
		<u>D.O.T. NUMBER</u>	<u>D.O.T. JOB TITLE</u>
AL	AIR CONDITIONING & REFRIGERATION 17.0100	637 .281-010 637 .281-034 620 .281-010 637 .281-014 827 .884-014	A/C MECHANIC, COMMERCIAL REFRIGERATION MECHANIC, COMMERCIAL A/C MECHANIC, AUTO SVS. A/C MECHANIC, DOMESTIC A/C INSTALLER, DOMESTIC
AL	*RADIO/TV REPAIRMAN 17.1503	720 .291-018 187 .168-138	TV SERVICE & REPAIRMAN TV SALES & SERVICE SUPR.
AL	*NURSERYMAN 01.0505	406 .168-010 406 .884-010 406 .887-030	NURSERYMAN LABORER, NURSERY NURSERY WORKER
AL	BOOKKEEPER	215 .488-010 210 .388-088	PAYROLL CLERK BOOKKEEPING/ACCOUNTING CLERK
AL	*AUTO PARTS CLERK	289 .358-064 289 .358-068	PARTS COUNTERMAN COUNTERMAN, AUTOMOTIVE PARTS
AL	*LICENSED PRACTICAL NURSE 07.0302	079 .378-026	LPN

* = (FINAL CATALOGS)

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 20 1979

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